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ABSTRACT

This text is the first of four levels sequenced as a continuum of language skills for the Spanish speaker of limited English speaking ability in grades six through nine. Levels one and two emphasize oral skills and levels three and four emphasize written skills. The teacher's edition is designed to follow along with and complement exercises included in the student edition. Special instructions are directed to the teacher. Directions in Spanish may serve as a model for the teacher with limited Spanish proficiency. Each of the fourteen units consists of the exercises and glossary included in the student text along with descriptions of: (1) key concepts introduced in the unit; (2) objectives concerning the condition of performance, the resultant behavior, and the criterion level for evaluation; (3) materials or individuals needed to conduct the activities presented in the unit; (4) additional activities to reinforce and extend introduced skills; (5) evaluation tests; and (6) a list of references helpful in preparing the units. Student oral and written exercises are divided into three areas of concentration--oral practice, pronunciation, and structure--and are designed for group and/or individual use. Exercises consist of dialogues, reading selections, and pronunciation and vocabulary drills. (Author/JK)

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Keys to Communication

English for Spanish Speakers

Teacher Edition
LEVEL I

Distributed by

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aguila volante SERIES

Dissemination and Assessment Center
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PREFACE

The *Aguila Volante Series* is comprised of bilingual curricula (Spanish-English and French-English) designed to meet the needs of students of limited English speaking ability and their teachers in the middle school grades (6-9). Curriculum products consist of texts for students and teachers and supplementary materials such as audio-visual aids, maps, and psoters.

The *Aguila Volante Series* was developed by the Bilingual Materials Development Center under a Title VII grant awarded to the Fort Worth Independent School District by the United States Office of Education. A comprehensive product evaluation design was utilized in developing the series.

In their formative stages materials were subjected to internal quality checks intended to evaluate validity of content, simplicity of design, correlation of objectives and tests and appropriateness of activities for the intended audience. Design testing was conducted by curriculum specialists, subject area consultants, and teachers. National pilto testing took place in selected classroom sites in coordination with other centers in the National Network of Centers for Bilingual Education. Evaluation data was analyzed and implemented in a revision process.

This publication is the result of a concerted effort of many individuals. Writers, editors, artists, typists, evaluator, and administrators of the Bilingual Materials Development Center devoted numerous hours toward development and publication of this product. Consultants, teachers, students and centers of the National Network of Centers for Bilingual Education also provided invaluable support efforts.

ACKNOWLEDGEMENTS

This publication, *Keys to Communication*, Level One, was developed by the Bilingual Materials Development Center under a Title VII grant awarded to the Fort Worth Independent School District by the United States Office of Education. A comprehensive product evaluation design was utilized in developing the text, which is a part of the Aguila Volante series.

In the formative stages the materials were subjected to internal quality checks intended to evaluate validity of content, simplicity of design, correlation of objectives and tests, and relevancy and appropriateness of activities for the intended audience. The authors of this publication were:

Yolanda Rodríguez
Marie Hodge
Gay Calbaud
Karen Thomas

They spent many hours researching, writing, and checking the applicability of the materials, in cooperation with a committee of classroom teachers working under the Department of Secondary English Language Arts of the Fort Worth Independent School District. The materials were also submitted to teachers for a design test to ensure their accuracy and relevancy in the classroom. Bill Martínez, BMDC Evaluator, conducted the testing. Those participating in the design test were José Moreno, Pedro Taméz, and Cynthia Salazar.

A pilot test version was completed and testing was conducted during the 1976-1977 school year in coordination with other centers for Bilingual Education. Selected classrooms in New Mexico and Texas were utilized in evaluating these materials. The data produced by the pilot test was reviewed and necessary revisions were incorporated into this version.

The revision team included Yolanda Rodríguez, Jerome Gilbert, Roberta Holiday, Luís C. Díaz, Luís J. Meza, and Evelyn Villa O'Dell. Luís J. Meza designed the cover.

Other BMDC personnel involved in the development of this publication included Carlos E. Pérez, Project Director; Jean Thompson and José A. López, Assistant Project Directors; Arturo Peña, Whitney Graves, David Chapa, Paulette Shook, and numerous typists.

We express our sincere appreciation to each individual who has contributed to the development of this publication.

INTRODUCTION

ENGLISH LANGUAGE SKILLS FOR SPANISH SPEAKERS

This text, *Language Communication Skills in English, Level 1*, is the first of a series of four levels sequenced as a continuum of language skills for the Spanish speaker of limited English speaking ability. Levels 1 and 2 emphasize development of oral language skills, whereas Levels 3 and 4 emphasize development of written language skills. Each level has a teacher text and a student text. Level 1 consists of 14 units with three parts to each unit.

This course of study in four levels can be used as an intensive course in a transitional program or as a supplement to the regular English program. Because it is sequenced in terms of language skills, use is not limited to grades 6-9 (for which it is designed) but can be adapted for other age levels.

The content of each unit requires that the activities be presented sequentially; however, the teacher may return to activities after thay have once been taught for individualized instruction or for review.

The student text contains simple instructions written in Spanish and English. The boxed material indicates principles or background information in both teacher and student editions. This information in both books describes the focus of the lesson and is not presented as facts or rules to be memorized. With increased actual usage of the language, the student should be able to form rules or generalizations from his own observations. Student exercises are repeated in the teacher's manual with instructions directed to the teacher rather than the student. However, the corresponding instructions in Spanish are directed to the student in order to serve as a model for the teacher of limited Spanish proficiency.

FORMAT OF TEACHER TEXT

Following is a brief explanation of the divisions which make up each unit of study as outlined for the teacher. Each unit contains enough material for two or more days of classroom instructions. The Table of Contents in the teacher text serves as a cross-reference to the student text since it lists page numbers for both volumes.

Concepts

The concepts consist of key ideas presented in the lesson. Each unit contains three main concepts, which correspond to the

emphases in the three areas of the Activities section.

Objectives

The objectives are the observable skills proposed for the student upon completion of the unit. Each objective includes the condition of performance, the resultant student behavior, and the criterion level for evaluation. The three objectives listed correspond to the three concepts and the three areas of the Activities section.

Resources

Materials or persons needed for the activities of the unit are listed. Regular classroom equipment and materials for Additional Activities are not included.

Activities

The activities incorporate the language skills to be presented to the student. Three major areas are covered within this category. First, Oral Practice includes a dialogue or reading selections which provides a stimulus leading to vocabulary development, practice with sounds and patterns of English, and cultural awareness. Next, speaking and listening exercises are treated in the Pronunciation section. The third area, Structure, deals with morphology and syntax of English. Any of the three areas may contain oral or written exercises and drills and may be designed for group and/or individual use. Activities that are wholly teacher-directed and oral are generally found only in the teacher text. Student are expected to use their own paper to respond to written exercises except for crossword puzzles and other games with a special diagram. Such pages are perforated and appear with the test at the end of the unit for each duplication. Transparency masters are numbered consecutively (1-5) and also appear with the test at the end of the unit.

Additional Activities

The Additional Activities section differs from Activities in that it provides review exercises, extends skills by combining two or more linguistic items, or covers the more difficult material at greater length. Not every unit has Additional Activities.

Evaluation

The tests contain three parts coordinated with the three objectives and are designed to be used as both pretests and posttests.

Unless a test is oral, a student version is included for the teacher to reproduce. The student test and other perforated pages, if any, appear at the end of the unit. The teacher's version of the test includes answers and serves as a key.

Glossary

Vocabulary words used in the unit are alphabetized and their Spanish equivalents are given. The Glossary is added for the student's reference and nto for memory work.

References

Titles of books which proved helpful in preparing these units of study are compiled at the end of this publication.

PHONETIC SYMBOLS

The following symbols are used in the Pronunciation section.

CONSONANT PHONEME	GRAPHEMES	EXAMPLES
/b/	b, bb, be	*b*oy, scru*bb*er, lo*be*
/k/	k, c, ck, ke	*k*ey, *c*an, sa*ck*, ma*ke*
/d/	d, dd, de	*d*o, pa*dd*le, ma*de*
/f/	f, ph, gh	*f*oot, *ph*one, tou*gh*
/g/	g, gg, gue	*g*od, e*gg*, fati*gue*
/h/	h, wh	*h*ouse, *wh*o
/j/	j, g, dg	*j*am, *g*ym, e*dg*e
/l/	l, ll, le	*l*ake, bi*ll*, mi*le*
/m/	m, mm, me, mb	*m*an, ha*mm*er, sa*me*, la*mb*
/n/	n, kn, gn, nn, ne	*n*oon, *kn*ife, *gn*at, ba*nn*er, bo*ne*
/p/	p, pp, pe	*p*arty, wra*pp*er, ro*pe*
/r/	r, rh, rr, re	*r*ake, *rh*umba, co*rr*ect, ca*re*
/s/	s, c, ss, ce	*s*ong, *c*ity, pa*ss*, la*ce*
/t/	t, tt, te	*t*ime, li*tt*le, ra*te*
/v/	v, ve	*v*ase, li*ve*
/w/	w, o	*w*ait, *o*nce
/z/	z, zz, ze, se	*z*ipper, bu*zz*, si*ze*, no*se*
th	th	*th*in
~~th~~	th	*th*at
sh	sh	*sh*ow, *s*ugar, ra*t*ion
zh	s	trea*s*ure
ng	ng	so*ng*

VOWEL PHONEME	GRAPHEMES	EXAMPLES
/a/	a, au	hat, laugh
/ā/	a-e, ai, ay, ei	fate, train, hay, sleigh
1- /ɑ/	au, aw, o, a, ough, augh	haul, fawn, song, fall, ought, taught
/e/	e, ea	set, lead
/ē/	e-e, ee, ea, e, ie, ei, y	mete, wheel, seam, me, grief, deceive, party
/i/	i, y	sit, myth
/ī/	i-e, igh, y, ei, ig	time, sigh, my, tie, sign
/o/	o	lot
/ō/	o-e, oa, ow, o, ew, oe,	bone, boat, bow, no, sew, doe
2- /ɑu/	ou, ow	out, cow
3- /ɑɪ/	oi, oy	oil, Roy
4- /ʊ/	oo, u, oul	look, bush, should
5- /ə/	a, e, i, o, u	about, chosen, cousin, summon, fun

SCOPE AND SEQUENCE - ENGLISH - LEVEL 1

UNIT	ORAL PRACTICE	PRONUNCIATION	STRUCTURE
1	CLASSROOM EXPRESSIONS	ALPHABET	FORMS OF *be* FOLLOWED BY A PREDICATE ADJECTIVE
2	OCCUPATIONS	/a/	PREDICATE NOMINATIVES WITH *be* VERBS
3	LOCATIONS	/ɑ/ /ɪ/	PREPOSITIONS INDICATING LOCATION
4	WEATHER	/ʃ/, /tʃ/	*It* AS SUBJECT, *it* IN IDIOMATIC EXPRESSIONS
5	EXPRESSIONS WITH AUXILIARY *can*	/ɪ/	SENTENCE PATTERNS: AUXILIARY *can*
6	EXPRESSIONS WITH POSSESSIVE ADJECTIVES	CONSONANT BLENDS *st, sp, sk*	POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS
7	NAMES OF ANIMALS	/s/, /z/	NEGATIVE WITH *be*
8	DESCRIPTIONS	FINAL CONSONANT BLENDS *nd, nts, sks, pt*	ADJECTIVES
9	ADDRESS AND PHONE NUMBERS	/o/, /ɪ/	*Where* INTERROGATIVE
10	YES/NO RESPONSES	/u/	*Do* AS AN AUXILIARY
11	SUBJECT PRONOUNS	/r/	PRONOUNS/NOUN SUBSTITUTES
12	SCHOOL ACTIVITIES	/ŋ/	OBJECT PRONOUNS
13	FOLLOWING ORDERS	/l/, /h/	COMMAND FORM
14	TRADITION	/ə/	*Who, what, how many* INTERROGATIVES

Bilingual Materials Development Center

Class Begins

CONCEPTS

1. Classroom expressions
2. Alphabet
3. Forms of *be* followed by a predicate adjective

OBJECTIVES

1. Given three oral classroom expressions and a choice of three responses for each, the student will be able to select the correct response for two of the three expressions.

2. Given the alphabet orally and out of sequence, the student will be able to write each letter he hears and arrange the letters in correct order with 80% accuracy.

3. Given four incomplete sentences, the student will be able to complete each sentence by writing the correct form of the verb *to be* with 75% accuracy.

RESOURCES

Overhead projector
Transparency masters 1 and 2 (School Scenes)

ACTIVITIES

Oral Practice

Read the dialogue aloud once. Read it again using the brief Spanish equivalents provided, pictures, and/or gestures as needed to convey meaning.

. *Vamos a leer el diálogo, primero en inglés y después en español.*

STUDENT: HI, MISS GONZÁLES.

TEACHER: GOOD MORNING, RAMÓN. PLEASE COME IN AND HAVE A SEAT. HERE, TAKE THIS BOOK WITH YOU. HOW ARE YOU TODAY?

STUDENT: I AM SAD.

TEACHER: OH, I AM SORRY. WHY ARE YOU SAD?

STUDENT: SCHOOL STARTS TODAY.

CLASS BEGINS

. *ESTUDIANTE: HOLA, SEÑORITA GUNZÁLES.*

MAESTRA: BUENOS DÍAS, RAMÓN. PASA Y SIÉNTATE. LLEVA ESTE LIBRO CONTIGO. ¿COMO ESTÁS HOY?

ESTUDIANTE: ESTOY MUY TRISTE.

MAESTRA: LO SIENTO. ¿POR QUE ESTÁS TRISTE?

ESTUDIANTE: HOY COMIENZAN LAS CLASES.

Tell the students it will be helpful to review some greetings and classroom expressions they probably already know.

. *Vamos a repasar varios saludos y expresiones que se usan en la clase y que Uds. oyen cada día.*

Use the six drawings on the transparencies 1 and 2 to elicit guided responses from the list below. Let the student describe in Spanish what each pictorial situation means to them. Use their ideas to lead to the following expressions in English.

. *Miren este dibujo. . .Alguien díganos la situación que ve en el dibujo. . .Bueno, ¿cuál es una expresión en inglés que describe lo que ocurre en el dibujo, . . . Quizás . . .*

2

#1

Hi _____. How are you?	*Buenos días. ¿Cómo está?*
I'm fine, thanks.	*Estoy bien, gracias.*

#2

Good morning. (afternoon, evening)	*Buenos días. (tardes, noches)*
How are you?	*¿Cómo está?*
I'm fine, thanks.	*Estoy bien, gracias.*

#3

May I help you?	*¿Puedo ayudarle?*
Yes, please.	*Sí, por favor.*
Please help me.	*Ayúdame, por favor.*
I'll be glad to.	*Con mucho gusto.*

#4

Come in.	*Entre(n), pase(n), por favor.*
Come here, please.	*Venga acá, por favor.*
Please sit here.	*Siénte(n)se aquí, por favor.*
Sit down.	*Siénte(n)se.*
Have a seat.	*Siénte(n)se.*

#5

Please be quiet.	*Silencio por favor.*
Please listen.	*Escuche(n), por favor.*
Please repeat.	*Repita(n), por favor.*
Please read.	*Lea(n), por favor.*

#6

Open your books to page _____.	*Abran sus libros a la página _____.*
Take out your pens (pencils).	*Saquen sus plumas (lápices).*
Take out a sheet of paper.	*Saquen una hoja de papel.*
Review the lesson.	*Repase(n) la lección.*
Answer the question.	*Conteste(n) la pregunta.*
Write the answers.	*Escriba(n) las respuestas.*

Written Exercise

Tell the student to match the best answer for each of the questions given below. They should choose their answers from the list on the right.

. *Escriban la respuesta más adecuada para la siguientes frases. Escojan las respuestas de la lista que se encuentra a la derecha.*

What would you say if . . .

1. . . . a new girl in school looks lost?
   May I help you?
2. . . . a friend comes to visit you?
   Please sit down.
3. . . . your teacher asks if you want to go home early?
   I'll be glad to.

Please sit down.
I'll be glad to.
May I help you?

Pronunciation

> Although the Spanish and English alphabets are very similar, the English alphabet does not contain the *ch, ll, ñ, rr.* Both alphabets share the vowels *a, e, i, o, u;* but unlike the vowels in Spanish, each English vowel has more than one sound.
>
> . *El alfabeto en inglés es casi igual al alfabeto en español con excepción de que el alfabeto en español contiene las letras* ch, ll, ñ, rr. *Los dos tienen las mismas vocales pero en inglés cada una de las vocales tiene más de un sonido.*

The Alphabet

Ask the class to recite the Spanish alphabet aloud. (Write the alphabet on the chalkboard as the class recites it.)

. *Díganme el alfabeto en español, por favor.*

If the students know the English alphabet, write it also on the chalkboard as they recite it aloud. If they don't know the alphabet, model sections of it and have them repeat (*repitan*). When they become familiar with the English alphabet, write it on the chalkboard with the Spanish alphabet. Ask the students what difference they see between the two alphabets. (The English alphabet does not include the Spanish *ch, ll, ñ, rr.*)

.. *Hay una diferencia importante entre los alfabetos. ¿Cuál es?*
(La ch, ll, ñ, *y* rr *no existen en el alfabeto inglés.)*

The Vowels

Have the students indicate the vowels (*a, e, i, o, u*) in each alphabet. Model each isolated vowel sound of the Spanish vowel group and then the English vowel group, having the students repeat.

. *¿Cuáles son las vocales del alfabeto español (inglés)? . . . Bueno, escuchen y repitan:* a, e, i, o, u.

Have the students suggest a familiar Spanish word that contains one or more of the vowels. Write at least five responses on the chalkboard. Pronounce the words and have the students repeat.

. *Díganme una palabra en español en la cual hay la vocal* a . . . e . . . *Ahora, escuchen y repitan.*

Written Exercise

Have students follow instructions for each question and write the answers on their papers.

. *Sigan las direcciones para cada pregunta. Escriban las respuestas en su papel.*

1. How many letters are in the Spanish alphabet? *30* in the English alphabet? *26*

   . *¿Cuántas letras hay en el alfabeto en español?* *30*
   ¿En el alfabeto inglés? *26*

2. Which letters of the Spanish alphabet are not in the English alphabet?
   ch *ll* *ñ* *rr*

   . *¿Cuáles son las letras del alfabeto en español que no existen en al alfabeto inglés?*
   ch ll ñ rr

3. Write the vowels of the Spanish alphabet.
   a *e* *i* *o* *u*

   . *Escribe las vocales del alfabeto en español.*
   a e i o u

4. Write the vowels of the English alphabet.
   a *e* *i* *o* *u*

   . *Escribe las vocales del alfubeto inglés.*
   a e i o u

Tell the students that each Spanish vowels almost always sounds the same regardless of its position within the word. Write the following list on the chalkboard and tell the students to listen carefully as you pronounce these words.

. *A pesar de su posición en cualquier palabra, así siempre cada*

vocal en español tiene el mismo sonido. Escuchen cuidadosamente.

1. Anita, canta
2. estudiante, bello
3. idioma, Martí
4. orejas, todo
5. uno, Cantú

Tell the students that unlike Spanish vowels, each English vowel has more than one sound. At this point, present the five long vowel sounds. Use the following as examples.

a: way, say; *e*: eat, sea; *i*: ice, light; *o*: open, only; *u*: unit, you

. *El idioma inglés tiene las mismas vocales que el español, pero en el inglés cada vocal tiene más de un sonido. Fíjense en el sonido de cada vocal en las palabras que siguien.*

Structure

The verb *be* in English serves the same function as the verbs *ser* and *estar* in Spanish.

. El verbo *be* in inglés tiene la misma función que los verbos *ser* y *estar* en español.

Example:	I am	Yo soy, you estoy
	you are	Tú eres, Ud. es
		Tú estás, Ud. está

Adjectives may follow a verb phrase containing a form of the verb *be*.

. Ciertos adjetivos siguen alguna forma del verbo *be*.

Example:	You *are tall*.	Tú *eres alto*.
	form of be + adjective	adjetivo
	I *am sick*.	Yo *estoy enfermo*.
	form of be + adjective	adjetivo

Written Exercise

Tell student to write the *be* verb form after each number on their papers. (Key: I am - 3; You are- 1, 2, or 4; He is - 4; She is - 1 or 2)

. *En tu papel escribe después de cada número la forma del verbo* be *que corresponda.*

As preparation for the oral drill, ask the students to tell you a few describing words they know in English. (If they need an example, remind them that in the dialogue Ramón says, "I am sad." *Sad* is a word that describes Ramón.

. *¿Saben Uds. unas palabras en inglés que puedan describir a una persona? (Por ejemplo: Ramón dice en el diálogo:* I am sad. *Pues,* sad *o triste es una palabra que le describe.)*

Suggest the following words:

sad *(triste)*, happy *(contenta)*, pretty *(bonita)*, sick *(enfermo)*, angry *(enojado)*, nice *(simpático)*.

Write them on the chalkboard.

Oral Drill

Use some of the student's responses when you model the following drill for the students to repeat.

. *Ahora, practiquemos unas frases. Escuchen y repitan.*

Repetition Drill

I	am	sad
You	are	happy
(Student)	is	pretty
		sick
		nice
		angry

Written Exercises

Aid the students in completing the following written exercise. Ask them which seven words in the list below describe a person, animal, or object. Have them list the words on their papers.

. *Siete de las siguientes palabras describen a una persona, un animal, o un objeto. ¿Cuáles son? Escriban en su papel las siete palabras que pueden describir.*

nice	small	mad	smart
old		sweet	pretty

After listing the describing words, use them to complete the following sentences. More than one word may be used in each sentence, but select only one word. Write the sentence and the word on your paper.

. *De las palabras marcadas hay varias palabras que se pueden colocar en las siguientes frases. Sin embargo, escriban frases en su papel, usen solamente una palabra al final de cada frase.*

1. Elena is _____.
2. I am _____.
3. The book is _____.
4. You are _____.

5. Rafael is_____.
6. The candy is_____.
7. The bird is_____.

The students may translate the above sentences into Spanish, underlining the form of either *ser* or *estar* that is used. Have them compare the *ser* or *estar* form to the *be* form they have used.

. *Quiero que Uds. traduzcan estas frases al español. En cada frase, subrayen la forma de* **ser** *o* **estar** *que han empleado. Además, subrayen la forma de* **be** *en la misma frase en inglés.*

Oral Drill

Cue individual students and elicit appropriate responses.

. *Escuchen y repitan. Aunque yo diga solamente una palabra, ustedes deben contestar con una frase completa.*

Teacher cues:			Students respond:
Ramón	is	smart	Ramón is smart.
		nice	Ramón is nice.
You	are		You are nice.
		angry	You are angry.
I			I am happy.
		happy	Luisa is happy.
Luisa			You are happy.
	are		You are sad.
		sad	I am sad.
	am		

The sentences are given in Spanish. Tell what they mean in English.

. *Para cada frase en español, di lo que significa en inglés.*

1. *Juana está triste.*
2. *Pepe está enojado.*
3. *Tú eres bonita.*
4. *Ella esta contenta.*
5. *María está enferma.*

EVALUATION

Pretest and Posttest

I. Oral Directions: Tell the students you will read a sentence in English. Afterwards you will read three replies. You want them to choose the one reply that is most appropriate to the sentence you have read. (Give them an example of the procedure to be followed.)

Example: The sentence is, "Hi, Roberto." and the reply may be:

a. Open your Book.
b. Please be quiet.
c. How are you?

Ask the students what the best reply would be to the sentence, "Hi, Roberto." It is c, "How are you?" Tell them they would write the letter c. Ask if they understand and if they do, begin the test. Repeat all test items two times. Have students use their own paper.

. *Instrucciones orales: Voy a leer una frase en inglés. Después, leeré tres respuestas. Quiero que Uds. escojan la única respuesta que corresponde a la frase que he leído.*

Ejemplo: La frase es, "Hi, Roberto," y la respuesta podría ser:

a. Open your book
b. Please be quiet.
c. How are you?

. *Bueno, la frase es "Hi, Roberto" y ¿la respuesta más adecuada es . . .? Sí la c, "How are you?" Entonces, Uds. escribirían de la letra c. ¿Me entienden, Bueno, vamos a empezar. Usen su papel.*

1. May I help you?

a. Sit down.
(b) Yes, please.
c. Please read.

2. Come here, please.

(a) I'll be glad to.
b. I'm fine, thanks.
c. Review the lesson.

3. Answer the questions.

a. Close the door.
b. Write the answers.
c. Please repeat.

II. Oral directions: Say the letters of the English alphabet in the following order and ask students to write each letter as they hear it. Then ask them to write the letters of the alphabet in proper sequence.

. *Instrucciones orales: Voy a decir las letras del alfabeto inglés. Escriban las letras exactamente como las digo, aunque no sea el orden alfabético. Después quiero que Uds. las pongan en orden alfabético en su papel.*

c j d m q w y g a f h l o r t z b i p u x e k n s v

a b c d e f g h i j k l m n o p q r s t u v w x y z

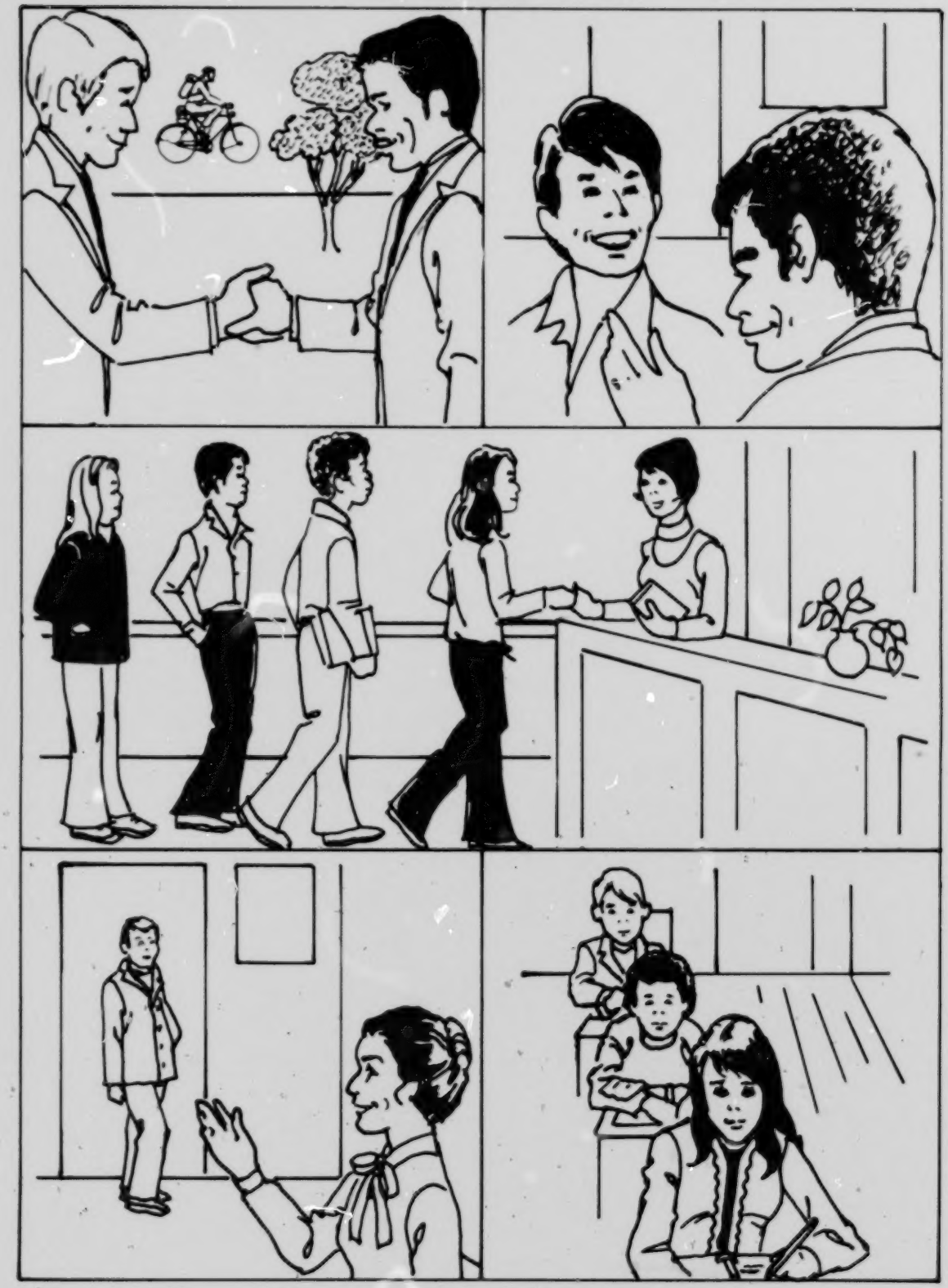
III. Tell the student to listen as you read each incomplete sentence. Ask them to number their papers from one to four and to write the correct form of the verb *be* in each sentence.

. *Escuchen mientras leo las cuatro oraciones que siguen. En una hoja de papel escriban las cuatro formas del verbo* be *que sea adecuado.*

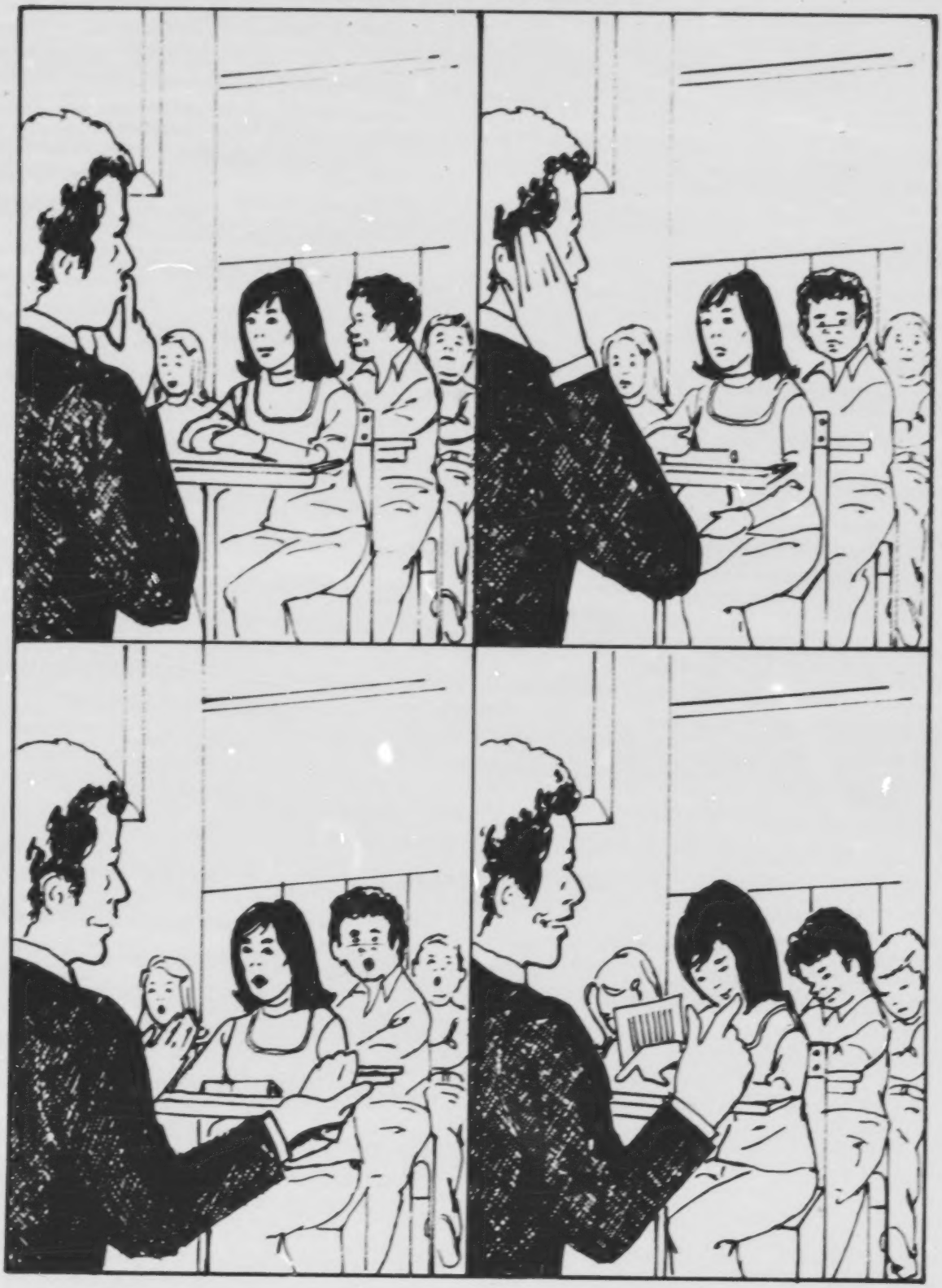
1. María _____ sad.
2. Ernesto _____short.
3. I ____ happy.
4. You _____ angry.

SCHOOL SCENES

7



SCHOOL SCENES 2



Working

CONCEPTS

1. Occupations
2. /a/
3. Predicate nominatives with *be* verbs

OBJECTIVES

1. GIVEN FIVE WRITTEN DEFINITIONS, THE STUDENT WILL BE ABLE TO MATCH FOUR OF NINE LISTED VOCABULARY WORDS TO FOUR OF THE DEFINITIONS.
2. GIVEN ORALLY THREE SETS OF WORDS CONTAINING CONTRASTING SOUNDS OF *A*, THE STUDENT WILL BE ABLE TO IDENTIFY THE SOUND /A/ IN TWO OF THE SETS.
3. GIVEN FIVE WRITTEN SENTENCES IN SPANISH TO TRANSLATE, THE STUDENT WILL BE ABLE TO USE THE INDEFINITE ARTICLE AS NEEDED IN FOUR OF THE FIVE EXPRESSIONS.

RESOURCES

Transparency master 3 (About Jobs)

Overhead projector

ACTIVITIES

Oral Practice

Read the poem aloud once. Read it again, line by line, using the Spanish translation to help convey meaning.

Tell the students that you will ask them some questions about the poem. If possible, they are to give short answers in English.

. *Vamos a leer un poema. Luego les voy a hacer unas preguntas.*

Many friends just don't understand
Why I can't go out to play.
I sit working on the step,
Soon there will be no sun left.
What a way to spend an afternoon.

adapted from "Kim's Daydream"
by Arturo Peña

Muchos amigos no comprenden
porqué a jugar no salgo.
Me quedo trabajando en el escalón;
Muy pronto el sol se pondrá.
¡Qué modo de pasar la tarde!

adaptado de "Kim's Daydream"
por Arturo Peña

. *Tengo unas preguntas sobre el poema. Si pueden, contesten en inglés, usando una o dos palabras.*

1. How many persons are in the poem? (one)
   ¿Cuántas personas hay en el poema? (una)

2. Where is the young person? (on the step)
   ¿Dónde está la persona joven? (en el escalón)

3. What time of day is it? (afternoon)
   ¿Qué hora del día es? (la tarde)

4. What is the young person doing? (working)
   ¿Qué hace la persona joven? (trabaja)

5. What do his/her friends want the young person do do? (to play)
   ¿Qué quieren sus amigos que la persona joven haga? (jugar)

6. Is the young person happy or sad? (sad)
   ¿Está contenta o triste la persona joven? (triste)

Tell the student that many young people have jobs. Ask if anyone in the class has a job and if so, what?. . . What do you do?. . . How long have you worked there?. . . When do you work?

. *Hay muchos estudiantes que trabajan después de las clases y también en los fines de semana. ¿Hay alguien aquí que trabaja? ¿Dónde trabajas?. . .¿Qué haces en tu trabajo?. . .¿Cuánto tiempo hace que has trabajado allí?. . .¿Cuáles días de la semana trabajas tú?*

Remind students that there are many kinds of jobs and professions and that all types of work are important.

. *Hay distintos tipos de trabajos y profesiones y cada uno de ellos tiene valor e importancia.*

About Jobs

. *Profesiones*

Put the transparency (3) on the overhead projector. Tell the students the pictures represent various professions. Ask the student to tell you what profession each picture depicts. Ask what objects, places, or people are associated with each profes-

sion. If their vocabularies are limited, give the students choices from which to select responses.

Examples: DOES THE FIRST PICTURE ON THE LEFT SHOW A TEACHER OR A MAILMAN?

IS THE TEACHER IN A CLASSROOM OR A HOSPITAL?

DOES A TEACHER WORK MOSTLY WITH PEOPLE OR WITH MACHINES?

BESIDES STUDENTS, WITH WHICH OTHER PEOPLE DOES A TEACHER WORK?

. *Estos dibujos representan varias profesiones... ¿Cuál profesión está representada en este dibujo?. . .¿Cuáles son algunos objetos, lugares o personas relacionadas a este trabajo? Si no pueden contestar ahora mismo, escuchen las preguntas que les voy a hacer.*

Transparency Key

1. teacher -- (students, classroom, homework)
   maestro(a) -- (estudiantes, salón, tarea)

2. mechanic -- (cars, wrench, garage)
   mecánico -- (autos, llave, taller)

3. waitress -- (restaurant, tables, chairs)
   camarera -- (restaurante, mesas, sillas)

4. farmer -- (land, tractor, harvests)
   agricultor -- (tierra, tractor, cosechas)

5. doctor -- (patients, medicine, hospital)
   médico -- (enfermos, medicina, hospital)

6. mayor -- (speeches, documents, city government)
   alcalde --(discursos, documentos, gobierno municipal)

7. mailman -- (mailbag, letters, packages)
   cartero -- (bolsa, cartas, paquetes)

8. policewoman -- (ticket, court, traffic)
   policía -- (multa, corte, tráfico)

Pronunciation

The /a/ as in *sad* does not exist in the Spanish language. The Spanish language has one sound for *a*, which is very similar to the *a* sound as in *father* in English.

Oral Drill

Have the students listen to and repeat the following words containing the /a/ sound.

. *Escuchen y repitan después de mí.*

class, happy, sad
that, hat, cat
gas, mass, pass
mad, bat, dad

Listening Exercise

Tell the students that this is an exercise to help them listen for certain sounds. The sound to listen for is the /a/ sound. The first time you read each line of three words, the students are to listen only. The second time you say each word, the students are to raise their hands if they hear the /a/ sound in a particular word.

. *Voy a pronunciar unas palabras dos veces. La primera vez quiero que Uds. escuchen. La segunda vez quiero que levanten la mano al oír el sonido /a/ en cualquier palabra.*

1.	class	clot	cloak
2.	bad	bat	bed
3.	hot	hate	hat
4.	mop	map	mope
5.	cap	cope	cop
6.	glade	claze	glad

Structure

Unlike Spanish, English grammar often requires the indefinite article before noun phrases follow the *be* forms of the verb. This use of the indefinite article occurs most often when professions or intrinsic characteristics are named.

(Example: I am a teacher.)

Write the following words on the chalkboard:

el libro	*un libro*
la muchacha	*una muchacha*

Draw one cirle around *el, la* and one circle around *un, una*. Tell the students that English has equivalents to these forms which are *the* and *a(an)*. (Illustrate)

. *En inglés, empleamos palabras que funcionan en la misma posición que el o la y un o una. Estas palabran son* "the" *para el, la y* "a, an" *para un, una.*

(Illustrate this on the chalkboard.)

el libro	*un* libro
la manzana	*una* manzana
the book	*a* book
the apple	*an* apple

Remind the student the English often uses *a(an)* when *un, una* is not used in Spanish. One such instance is in certain types of phrases that follow the *be* form.

. *Algunas veces, empleamos en inglés las formas a(an) cuando no se usa un, una en la construcción española. Un buen ejemplo es el uso de distintas frases que siguen una forma de "ser."*

Oral Drill

Listen and repeat.

. *Escuchen y repitan.*

1. *Soy maestro(a).*
   I am a teacher.

2. *El hombre es mecánico.*
   The man is a mechanic.

3. *Ud. es médico.*
   You are a doctor.

4. *La mujer es camarera (mesera).*
   The woman is a waitress.

5. *Soy hombre.*
I am a man.

6. *Tú eres niño.*
You are a child.

7. *Enrique es muchacho.*
Enrique is a boy.

8. *María es enfermera.*
María is a nurse.

9. *El señor Jiménez es cartero.*
Mr. Jiménez is a mailman.

10. *Mi tío es artista.*
My uncle is an artist.

Written exercise

Ask student to write the words in proper order to make a complete sentence. The Spanish sentences are written in correct word order.

. *Fíjense que las frases en español están escritas correctamente. Al contrario hay que escribir las palabras en inglés en su orden propio para hacer una frase completa.*

1. Yo soy estudiante.

(I / student / a, / am)

I am a student..

2. El señor Velasco es abogado.

(a, / Mr. Velasco / lawyer / is)

Mr. Velasco is a lawyer.

3. Ud. es dentista.

(dentist / are / You / a)

You are a dentist..

4. La señora Cantú es Americana.

(doctor /a, / is / Mrs. Cantú)

Mrs. Cantú is a doctor.

5. Tú eres muchacho.

(are/ boy / a, / You)

You are a boy.

6. Soy artista.

(artist / I / an / am)

I am an artist.

EVALUATION

Pretest and Posttest

I. Oral directions: Ask student to read the list of professions listed under A. Ask them to write the profession for the definition given in B.

En la lista A hay varios tipos de trabajos. Se describen algunos de estos trabajos en la lista B. Escriban en el blanco la profesión de la lista A que corresponde a cada descripción.

A.

mechanic	salesman	farmer
doctor	dentist	policeman
mailman	custodian	fireman

B.

1. *policeman* enforces the law *(ve que se cumpla la ley)*
2. *farmer* grows food for us to eat *(cultiva los comestibles que comemos)*
3. *mailman* delivers letters and packages *(trae el correo)*
4. *mechanic* repairs cars *(repara los carros y automóviles)*
5. *dentist* treats the teeth and the mouth *(atiende a los dientes y la boca)*

II. Oral directions: Tell the students you wil read three words in English, one of which will contain the /a/ sound as in *sad*. First, ask them to listen only. Second, ask them to circle the letter that indicates the word contain-

ing the /a/ sound.

Example: I will read three words, such as: lick, lock, lack. Which word contains the sound /a/? (Read them again.) . . .Yes, it's the word *lack*. . . Then, you would circle *c* because *lack* is the third word I read.

Be sure the students understand the directions before proceeding.

. *Voy a leer tres palabras en inglés, y una de ellas contiene el sonido /a/ como en la palabra* **sad**. *Voy a leer leer cada lista de palabras dos veces. La primera vez, quiero que Uds. escuchen. La segunda vez, quiero que hagan un círculo alrededor de la letra que corresponde a la palabra que contiene el sonido /a/.*

Ejemplo: Voy a leer tres palabras como: lick lock, lack. ¿Cuál palabra contiene el sonido /a/?. . . lick, lock, lack. . .Sí, la palabra **lack** *tiene el sonido /a/ . . . Entonces, deben hacer un círculo alrededor de la letra "c" porque lack es la tercera palabra que leí. ¿Me entienden? . . .Bueno, empecemos.*

1. bid, *bad*, bod — b
2. loft, loafed, *laughed* — c
3. *latter*, later, letter — a

III. Ask student to write the following sentences in English.

. *Escriban las siguientes frases en inglés.*

1. *Ud es bombero. (You are a fireman.)*
2. *Carlota es doctora. (Carlota is a doctor.)*
3. *Soy hombre. (I am a man.)*
4. *Manuel es dentista. (Manuel is a dentist.)*
5. *Tú eres artista. (You are an artist.)*

ABOUT JOBS

1

2

3

4

5

6

7

8

NAME_____ CLASS_____ DATE_____

TEST

I. Column A lists types of work. Some of these professions are described in Column B. write in the profession that corresponds to to each description.

. *En la lista A hay varios tipos de trabajos. Se describen algunos de estos trabajos en la lista B. Escribe en el blanco la profesión de la lista A que corresponde a cada descripción.*

A.

mechanic	salesman	farmer
doctor	dentist	policeman
mailman	custodian	fireman

B.

1._____ enforces the law *(ve que se cumpla la ley)*
2._____ grows food for us to eat *(cultiva los comestibles que comemos)*
3._____ delivers letters and packages *(trae el correo)*
4._____ repairs cars *(repara los carros y automóviles)*
5._____ treats the teeth and the mouth *(atiende a los dientes y la boca)*

II. Example: a b (c)

Ejemplo: a b (c)

1. a b c
2. a b c
3. a b c

III. **Write the following sentences in English.**

. *Escribe las siguientes frases en inglés.*

1. *Ud. es bombero.*

_____

2. *Carlota es doctora.*

_____

3. *Soy hombre.*

_____

4. *Manuel es dentista.*

_____

5. *Tú eres artista.*

_____

The Fountain of Youth

CONCEPTS

1. Locations
2. /th/
3. Prepositions indicating location

OBJECTIVES

1. Given seven questions testing usage of words of location, the student will be able to identify locations of specific objects with 71% accuracy.
2. Given orally 15 words containing the voiced /~~th~~/, the voiceless /th/, or the /d/ sounds, the student will be able to distinguish the voiced *th* (~~th~~) sound with 80% accuracy.
3. Given a list of ten Spanish words of location, the student will be able to match ten corresponding English equivalents with 70% accuracy.

RESOURCES

Overhead projector

Transparency master 4 and 5 (Location)

ACTIVITIES

Oral Practice

Read the anecdote aloud once to the students. Read it again, line by line, using the Spanish translation to help convey meaning. Tell the students that you will ask them some questions about the story. Short answers in English will be sufficient.

. *Vamos a leer en voz alta. Pongan mucha atención. Tengo unas preguntas sobre el cuento. Pueden contestar sus respuestas breves en inglés.*

Excerpt: Diary of Ponce de León

March 3, 1513

My life is full of power and responsibility. I am governor of the island of Bimini and I have the responsibility to Christianize the Indians. I am rich and powerful, but I am unhappy. I am in love with a very young girl. The difference between our ages is great.

The Indians say a fountain of marvelous water exists in the lands of the North. The legend says if a person drinks of this water he will regain his youth. I don't know where it is, but I am going to search for the fountain of youth. I leave today.

. *Selección del diario de Ponce de León:*

3 de marzo de 1513

Mi vida está llena de poder y responsabilidad. Soy gobernador de la isla de Bimini y tengo el cargo de cristianizar a los indios. Soy rico y poderoso pero no estoy contento. Estoy enamorado de una joven. Es mucha la diferencia de edad entre nosotros.

Los indios dicen que en las tierras del Norte existe una fuente de agua maravillosa. Al beber esta agua, según la leyenda, le vuelve a uno la juventud. No sé donde se encuentra, pero voy a buscar la fuente de la juventud. Salgo hoy mismo.

Oral Exercise

1. On what day did he write his thoughts? (March 3)

   . *¿En qué día escribió sus pensamientos? (el 3 de marzo)*

2. What island does he govern? (Bimini)

   . *¿Cómo se llama la isla que gobierna? (Bimini)*

3. Is his sweetheart older or younger than he is? (much younger)

   . *¿Es su novia mayor o menor que él? (mucho menor)*

4. Who told him the legend of the fountain? (the Indians)

   . *¿Quién le contó la leyenda de la fuente? (los indios)*

5. What happens when a person drinks water from the fountain? (He will regain his youth.)

   . *¿Qué ocurre al beber el agua de la fuente? (le vuelve la juventud)*

6. Does Ponce de León know where the fountain of youth is located? (No, he's going to search for it.)

   . *¿Sabe Ponce de León donde se encuentra la fuente de la juventud? (No, va a buscarla)*

Oral Exercise

Present prepositions and prepositional phrases by asking students the following questions. Have students try to find answers to the questions by reading the selection.

. *Voy a hacerles algunas preguntas sobre lo que hemos leído. Pongan mucha atención a palabras tales como* on, in next to, *etc.*

Where is the fountain of youth?

1. Behind an Indian temple
2. In front of a great mountain
3. In an unknown place

4. Next to the island of Bimini

Where is Ponce de León?

1. By a great Indian warrior
2. On the island of Bimini
3. Next to a lively Indian maiden
4. On a throne of silver and gold

Where are the Indians?

1. In a canoe
2. On a river
3. Over the mountains
4. On the island of Bimini

Pronunciation

> The *th* diagraph has two phoneme counterparts in English, one voiceless /th/ and one voiced /th/. The voiced /th/ is not present in the Spanish sound system. The Spanish speaker hears the /th/ as a variant sound of the /d/ as it occurs between vowels in Spanish. Spanish speakers tend to replace the /th/ with /d/ and the /th/ with /s/. Therefore, *that* is pronounced *dat*, *with* is pronounced *wis*.

Oral Drill

Have the students listen to and repeat the following words containing the / ~~th~~ / sound.

. *Escuchen y repitan después de mí.*

this	that	these
those	mother	father
lather	bother	dither
leather	gather	farther

The students are to listen for the / ~~th~~ / sound the first time you read each time of three words. The second time you say each word, the students are to raise their hands if they hear the / ~~th~~ / sound in a particular word.

. *Voy a pronunciar unas palabras dos veces. La primera vez quiero que levanten la mano al oír el sonido / ~~th~~ / en cualquier palabra.*

1.	*th*ey	day	tray
2.	tan	*th*an	dan
3.	*th*ough	tow	dough
4.	dine	tine	*th*ine
5.	dish	*th*is	'tis

Have the students listen to and then repeat the following words containing the /th/ sound.

. *Escuchen y repitan después de mí.*

thigh	thrill	mouth
thimble	thrive	moth
think	thank	teeth
through	thought	worth
thistle	thin	ether

Oral Exercise

This exercise will focus on the student's ability to recognize the /th/ and /~~th~~/ sounds of *th*, as well as to verbalize them.

Alternate each round of three words between two teams. For each round of three words, ask the team to tell you the words containing the designated /th/ or /~~th~~/ sounds. A team member *must* pronounce the word(s) correctly to get the one point for that round.

If a team's answer is incorrect or if the answer is mispronounced, the challenging team has the opportunity to give the proper response. If the challenging team corrects the mistake, it receives 1/2 point plus its regular turn.

When a team responds correctly in its round, it is entitled to the next round, but only for a total of two consecutive rounds.

. *Voy a leer un grupo de palabras que contienen los sonidos /th/ como en* thigh *o /~~th~~/ como en* thy. *Fíjense en el sonido apropiado. El intento es que su grupo me diga la palabra y las palabras que tienen el sonido designado. Además, para recibir el punto, es necesario que el representante pronuncie la palabra correctamente . . . Bueno, . . .¡empecemos!*

(The teacher must model the desired sound at the beginning of each round.)

Designated Sound

1. /th/	mouth(n.)	moth	mouth(v.)
2. /~~th~~/	both	bathe	bath
3. /~~th~~/	breath	breeze	breathe
4. /th/	seethe	teeth	teethe
5. /~~th~~/	tow	dough	though
6. /th/	thin	tin	then
7. /th/	sank	tank	thank
8. /~~th~~/	father	fatter	fodder
9. /th/	taught	thought	sought
10. /~~th~~/	brother	both	bother
11. /th/	word	worth	worst

Structure

> Prepositions and prepositional phrases often provide difficulty for the non-English speaker. Prepositions indicating location, *in* and *on*, may present the greatest problems because in Spanish these two words share the form *en* in many instances.

Oral Exercise

Ask the students if as children they ever searched for a lost treasure, a hidden goldmine, or the pot of gold at the end of the rainbow. Ask if anyone found his treasure.

. *Cuando eran niños, ¿cuántos de Uds. buscaron un tesoro perdido, una mina de oro escondida o quizás la olla de oro al fin del arco iris?...¿Hay alguién quién encontró su tesoro?*

Comment that perhaps they didn't find their treasures because the maps describing the location of the treasures were too general. Suggest that the class study words and expressions indicating location.

. *Pues, quizás no encontraron los tesoros porque el mapa describía el sitio del tesoro en sentido muy general. . .; vamos a estudiar algunas palabras y expresiones que nos ayudan a localizar cualquier cosa.*

Put Transparency 4 on the overhead projector.

Ask the students to tell you the location of the book in each of the pictures on the transparency. They are to answer in Spanish.

. *Quiero que den la localidad del libro en cada dibujo. Den la respuesta en español.*

1. The book and the ruler are on the table. Where is the book in relation to the ruler?

   . *El libro y la regla están en la mesa. Con relación a la regla, ¿dónde está el libro? (Está al lado de la regla.)*

   . *En inglés decimos,* "The book is *next to* the ruler."

2. Where is the book?

   . *¿Dónde está el libro?* (Está *por encima de* su cabeza.)

   . *En inglés decimos,* "The book is *over* his head."

3. The chair is next to the table. Where is the book?

   . *La silla está al lado de la mesa. ¿Dónde está el libro?* Está *al lado de* la silla.)

   . *En inglés decimos,* "The chair is *next to* the table. The book is *next to* the chair."

   . Además, podemos decir *by* en vez de *next to*. "The chair is *by* the table. The book is *by* the chair." *By* es semejante a la expresión *cerca de*.

4. Where is the book?

   . *¿Dónde está el libro?* (Está *dentro* del pupitre.)

   . *En inglés decimos,* "The book is *in* the desk."

5. Where is the book?

   . *¿Dónde está el libro?* (Está *en* la gaveta.)

   . *En inglés decimos,* "The book is *in* the drawer."

6. Where is the book?

   . *¿Dónde está el libro?* (Está (sobre) *en* la mesa.)

   . *En inglés decimos,* "The book is *on* the table."

7. Where is the book?

   . *¿Dónde está el libro?* (Está (delante de) *enfrente del* pupitre).

. *En inglés decimos,* "The book is *in front* of the desk."

8. Where is the book?

. *¿Dónde está el libro?* (Está *debajo* de la mesa.)

. *En inglés decimos,* "The book is *under* the table."

9. Where is the book?

. *¿Dónde está el libro?* (Está *detrás del* pupitre.)

. *En inglés decimos,* "The book is *behind* the desk."

Ask the student the same nine questions in English only. Have them view Transparency 5 as they answer each question.

. *Ahora van a contestar las mismas nueve preguntas en inglés. Miren la transparencia al contestar cada pregunta.*

Oral Exercise

Write the words indicating location in Spanish and English on the chalkboard. Go over the words and phrases two or three more times as needed.

. *Voy a escribir en la pizarra, palabras que indican localidad. Vamos a estudiarlas hasta aprenderlas.*

next to	-	*al lado de*
by	-	*al lado de, cerca de, por*
over	-	*sobre, más arriba de, por encima de*
on	-	*en, sobre*
under	-	*debajo de*
in	-	*en, dentro de*
in front of	-	*enfrente de, delante de*
behind	-	*detrás de*

Tell the students that some words indicating location do not give a sufficiently clear idea of that location. Two such words are *here* (aquí) and *there* (allí).

. *Hay palabras que indican localidad pero en sentido muy general. Dos de estas palabras son* here *(aquí) y* there *(allí).*

Give an example, using a pencil and a book.

It's correct to say, "The pencil is here," but it is a very general statement about the location of the pencil. It is more specific and informative to say, "The pencil is in the book."

. *Por ejemplo, puedo decir. "El lápiz está aquí." Pero ésta información acerca de la localidad del lápiz es muy general. La información es más específica si digo, "El lápiz está dentro del libro."*

Leave the pencil in the book and place the book on a table. Place the table next to the wall.

Ask the students the following questions. Write the correct answers (in English) on the chalkboard.

. *Dén en inglés las respuestas a las siguientes preguntas.*

1. Where is the pencil? (in the book)

   . *¿Dónde está el lápiz? (en el o dentro del libro)*

2. Where is the book? (on the table)

   . *¿Dónde está el libro? (en o sobre la mesa)*

3. Where is the table? (next to the wall)

   . *¿Dónde está la mesa? (al lado de la pared)*

Remind the students that the sentence, "The pencil is in the book," tells them more information than saying, "The pencil is there." However, it is possible to be even more explicit about the location of the pencil.

. *La frase "El lápiz está en el libro" nos da más información que "El lápiz está allí.*

Use the information written on the chalkboard to construct the following sentence: "The pencil is in the book on the table next to the wall." Tell the students that this information clarifies the exact location of the pencil within the classroom.

. *Cuando decimos que,* "The pencil is in the book on the table next to the wall," *describimos con más claridad la localidad del lápiz.*

For further practice, follow the above format using other objects in the classroom. Some suggestions follow.

1. The ruler is there. (Where?) The ruler is in the notebook under the desk.

2. The drawing is here. (Where?) The drawing is on the bulletin board by the door.

3. The tape is there. (Where?) The tape is on the floor in front of the chair in the corner.

4. The map is here. (Where?) The map is over the chalkboard on the wall behind the desk.

EVALUATION

Pretest and Posttest

I. Oral Directions

Tell the student to look at the drawings on his/her paper. Under each drawing the student should circle the letter of the word that correctly completes the statement.

. *Fíjense en los siguientes dibujos y pongan un círculo alrededor de la letra que completa la oración correctamente.*

1. c
2. a
3. c
4. a
5. b
6. a
7. b

II. Oral Directions

Tell the students to listen to the words you read. Circle the letter that corresponds to the words that contain the /~~th~~/ sound as in *the*.

. *Instrucciones orales: Escuchen las palabras que voy a leer. Hagan en círculo alrededor de la letra que corresponde a las palabras que tienen el sonido /~~th~~/, como en la palabra* the.

1. (a.) than b. Dan c. thanks
2. a. both (b.) bathe c. bode

3. a. latter b. lather c. ladder

4. a. tow b. dough c. though

5. a. fatter b. fodder c. father

III. Oral Directions

Tell the students to choose the English word that corresponds to the Spanish word or definition. They should use use each word one time.

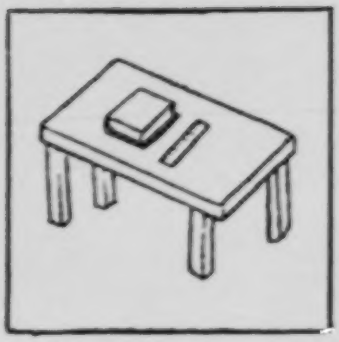
. *Instrucciones orales: Escojan la palabra en inglés que corresponde a la palabra o la definición en español. Pueden usar cada palabra solamente una vez.*

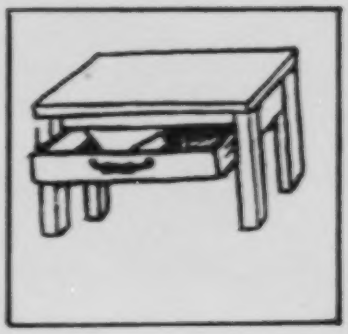
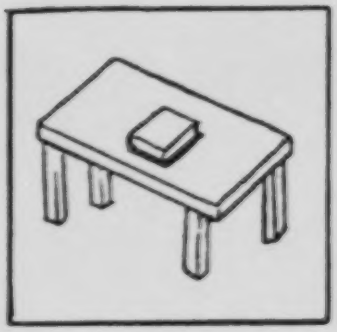
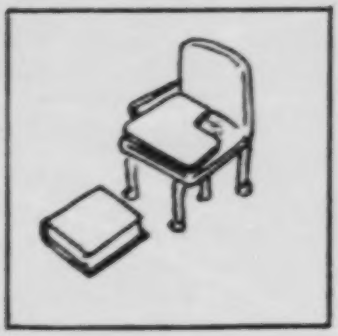
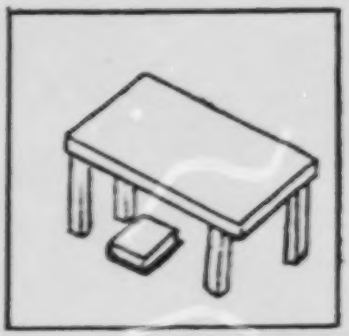
in front of here there under over
by next to on behind in

1. *here* _____ aquí
2. *under* _____ debajo de
3. *in front of* _____ enfrente de, delante de
4. *on* _____ en, sobre
5. *next to* _____ al lado de
6. *behind* _____ detrás de
7. *in* _____ en, dentro de
8. *by* _____ al lado de, cerca de, por
9. *over* _____ sobre, más arriba de, por encima de
10. *there* _____ allí

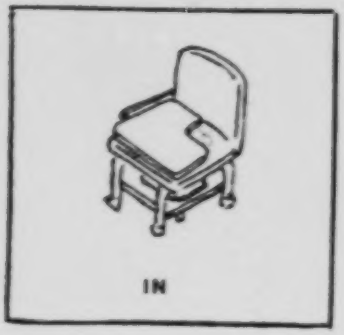
4

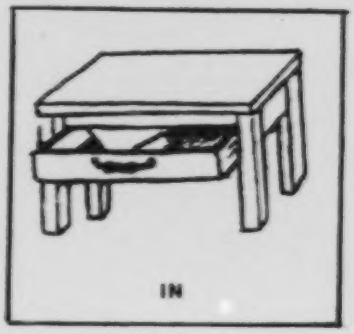
LOCATION

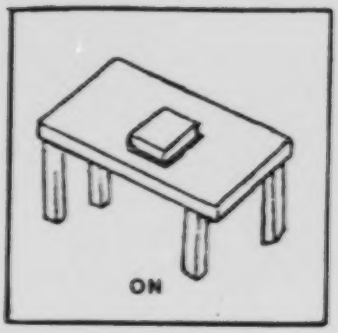


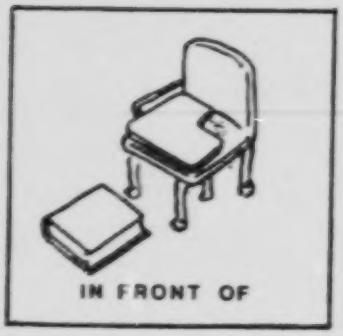





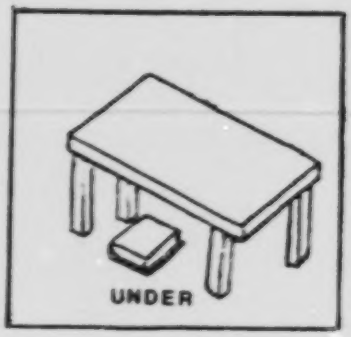
LOCATION











NAME_____ CLASS_____ DATE_____

TEST

I. Look at the drawings below. Under each drawing circle the letter of the word (or words) that correctly completes the sentence.

. *Fíjate en los siguientes dibujos y pon un círculo alrededor de la letra que complete la oración correctamente.*

1

THE RULER IS ___ THE DRAWER.

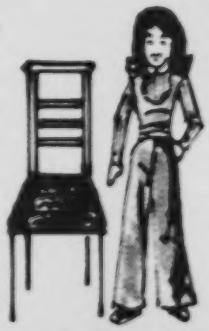
A. BEHIND
B. OVER
C. IN

THE HORSE IS ___ THE TREE.

A. UNDER
B. ON
C. OVER

2

3



THE GIRL IS ___ THE CHAIR.

A. ON
B. BEHIND
C. NEXT TO

THE TEACHER IS ___ THE DESK.

A. BEHIND
B. IN FRONT OF
C. UNDER

4

5

THE TEACHER IS ___ THE BLACKBOARD.

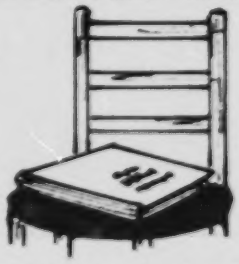
A. BEHIND
B. IN FRONT OF
C. ON

6

THE CAT IS ___ THE BALL.

A. OVER
B. UNDER
C. IN

7



THE BOOK IS ___ THE CHAIR.

A. UNDER
B. ON
C. IN FRONT OF

II. Circle the letter that corresponds to the words that contain the /th/ sound as in *the*.

. *Haz un círculo alrededor de la letra que corresponde a las palabras que tienen el sonido /th/ como en la palabra* the.

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c

III.

Directions: Choose the English word the corresponds to the Spanish word or definition. Use each word one time.

. *Instrucciones: Escoge la palabra en inglés que corresponde a la palabra o a la definición en español. Puedes usar cada palabra solamente una vez.*

in front of here there under over
by next to on behind in

1. _____ aquí
2. _____ debajo de
3. _____ enfrente de, delante de
4. _____ en, sobre
5. _____ al lado de
6. _____ detrás de
7. _____ en, dentro de
8. _____ al lado de, cerca de, por
9. _____ sobre, más arriba de, por encima de
10. _____ allí

What is your favorite season ?

CONCEPTS

1. Weather
2. /sh/; /ch/
3. *It* as subject; *it* in idiomatic expressions

OBJECTIVES

1. Given eight pictures representing weather conditions, the student will be able to match the pictures with statements describing the pictures with 75% accuracy.
2. Given two sets of minimal pairs containg /sh/ and /ch/ sounds, the students will be able to pronounce at least one of the sets clearly enough to prevent the listener from mistaking one word for the other.
3. Given ten sentences with ten subject pronouns omitted, the students will be able to provide the correct subject pronoun with 80% accuracy.

RESOURCES

None

ACTIVITIES

Oral Practice

Read or have students read. Explain vocabulary as needed.

. *Vamos a leer lo siguiente. Piensen cuál es su estación favorita.*

WHAT IS YOUR FAVORITE SEASON?

Gerardo

I like the fall.

It is rainy and cool.

I can go camping.

Verónica

I like winter.

It is cold and stormy.

I can stay inside and watch T.V.

Berta

I like spring.

It is sunny and windy

It is the season when

flowers bloom.

Conchita

I like summer.

It is hot and sunny.

I can eat all the ice cream

I want!

Luis

I like the fall.

It is cloudy and foggy.

It is the football season!

¿CUÁL ES TU ESTACIÓN FAVORITA?

Gerardo

Me gusta el otoño.
Llueve y está fresco.
Puedo ir de "camping."

Verónica

Me gusta el invierno.
Hace frío y está tempestuoso.
Puedo quedarme en casa y ver la televisión.

Berta

Me gusta la primavera.
Hace sol y viento.
Es la estación cuando salen flores.

Conchita

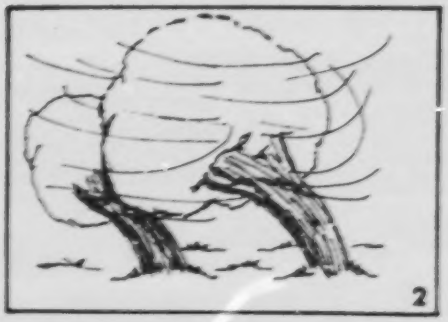
Me gusta el verano.
Hace calor y sol.
Puedo comer todo el helado que quiera.

Luis

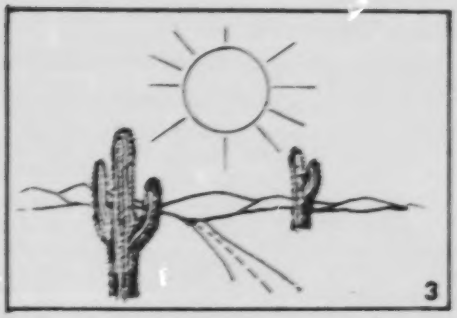
Me gusta el otoño.
Está nublado y hay neblina.
Es la estación del fútbol.

Have students repeat each statement after you. Then have them study the pictures that follow. Ask: "Do you have a favorite season?" "Can you tell why you like a particular season?"

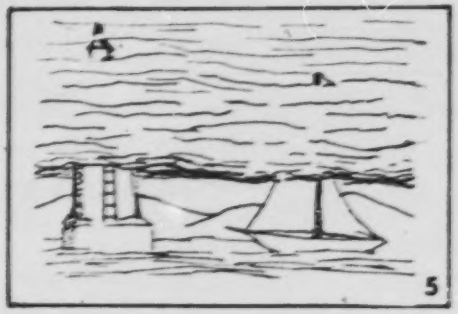
. *Repitan después de mí. Estudien los dibujos. ¿Cuáles son sus estaciones favoritas? ¿Me pueden decir por qué les gusta esa estación del año?*



It is sunny and windy in the spring.



It is hot and sunny in the summer.



It is foggy, cloudy, and rainy in the fall.

It is cold and stormy in winter.

Written exercise

Have students write a sentence about each picture on the next page. Tell them to follow the example below.

. *Escriban una oración para cada dibujo. Fíjense en el ejemplo:*

Example: It is sunny.

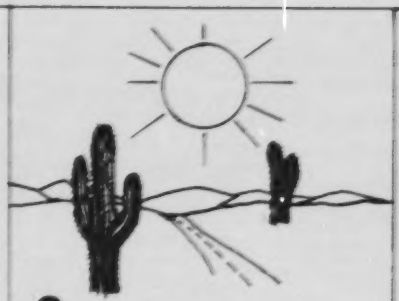
Ejemplo: Hace sol.

Weather expressions

. *Expresiones sobre el tiempo*

It is cloudy.	*Está nublado.*
It is foggy.	*Hay neblina.*
It is rainy.	*Está lloviendo.*
It is stormy.	*Está tormentoso o tempestuoso.*
It is sunny.	*Hace sol.*
It is windy.	*Hace viento.*
It is hot.	*Hace calor.*
It is cold.	*Hace frío.*
It is cool.	*Está fresco.*

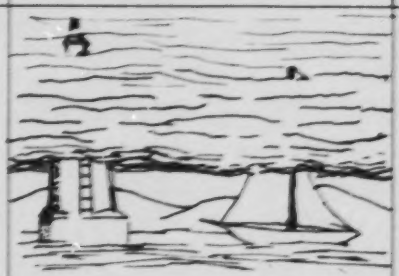
1 _____



2 _____

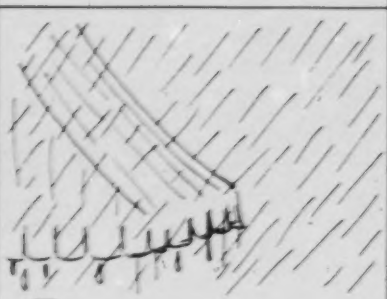
3 _____

4 _____



5 _____

6 _____



7 _____

8 _____

9 _____

Pronunciation

> The /ch/ sound as in *chop* is often substitued for the /sh/ sound as in *shop* by the Spanish speaker.

Oral drill

Pronounce and repeat the following words carefully. Pay particular attention to the beginning sounds.

. *Pronúncien y repitan las siguientes palabras. Pongan mucha atención a los sonidos iniciales.*

ship	shop	shape
sure	sugar	share
shall	shell	shade
shack	shake	shave
shin	shop	shoe
chair	chew	chin
chant	chide	chip
cheap	chief	chop
cheat	chill	chore
chose	chuck	cheek

Pronounce and repeat the following words carefully. Pay particular attention to the ending sounds.

. *Pronúncien y repitan las siguientes palabras. Pongan mucha atención a los sonidos finales.*

leash	clash	mush
gash	push	crash
Irish	swish	wash
leech	catch	hatch
which	watch	switch
crutch	march	ditch

Oral and Written Exercise

First, have students repeat after you the following list of words. Second, say the words and have a group go to the chalkboard and write the beginning sound for each word. The rest of the class should do the same on paper at their desks.

. *Primero, quiero que repitan cada palabra que yo pronuncie. Después van a escribir el sonido inicial de cada palabra. Un grupo pasará a la pizarra y el otro se quedará en sus asientos.*

chief	sheaf	chuck	shuck
chill	shill	chew	shoe
chin	shin	chide	shied
chock	shock	cheer	sheer
chore	shore	cheek	sheik
chair	share	chant	shan't
cheat	sheet	cheap	sheep

Written Exercise

Ask the students to number a sheet of paper from 1 to 10. Beside each number write *S* if the words read aloud are the same. Write *D* if the words are different in pronunication.

. *En una hoja de papel, escriban los números de 1 a 10. Cuando lea una pareja de palabras, hagan una S al lado de los números correspondientes si las palabras suenan iguales y una D si suenan diferentes.*

1. swish - switch
2. crush - crutch
3. chair - chair
4. leash - leech
5. much - mush
6. shoe - shoe
7. march - marsh
11. sheen - sheen
12. which - whish
13. hatched - hatched
14. ditches - dishes
15. crutches - crutches
16. witches - wishes
17. match - match

8. hash - hash
9. share - chair
10. chip - ship
18. catch - cash
19. chin - chin
20. cheese - cheese

Oral Exercise

Tell the students to repeat these sentences after you.

. *Repitan estas frases después de mí.*

1. Chew the chain cheerfully.
2. We shall share the shade.
3. It is chilly near this chair.
4. Shape up or ship out.
5. It is a choice to shop for sharks.
6. It was a chore to reach the shore.
7. Will the boy on crutches catch the witch?
8. Watch María chill the mush.
9. Don't leave dishes in the ditch.
10. Share your chair with Butch.

Structure

> The neuter pronoun *it* used in reference to inanimate or nonhuman objects and in idiomatic expressions is a linguistic feature of English not having an exact equivalent in Spanish.

Oral Exercise (A)

Review with students the subject pronouns presented in Unit 1 - *I*, *you*, *he*, and *she*. Introduce the other subject pronouns - *we*, *you*, and *they*. Use stick figures drawn on the board or point

to the students themselves to convey meaning. Ask students to make oral sentences using the following chart.

. *Fíjense bien en las palabras en el primer cuadro. Hagan tantas oraciones como puedan empleando las palabras de la primera columna y uniéndolas a las de las otras dos columnas.*

Example: I am a student.

Ejemplo: I am short.

I am nice.

I		a student
You		pretty
He		fat
She	is	short
We	am	a teacher
You	are	friends
They		nice

Oral Exercise (B)

Explain that the word *it* is often used to refer to things that are nonliving or to nonhuman objects. Say the following sentences and have students respond orally by substituting *it* for the subject.

. *A veces la palabra* it *se emplea en oraciones con sujetos que se refieren a cosas inanimadas a cosas que no tienen vida. Voy a decir algunas oraciones. Repitan después de mí pero substituyan el substantivo con la palabra* it.

1. The room is cold.
2. The desk is made of wood.
3. The wind blows.
4. The hospital is next to the school.
5. The street is wide.
6. The weather is nice,
7. The lesson is easy.
8. The paper is on the table.
9. The pen is in the drawer.
10. The pencil is in his pocket.

ADDITIONAL ACTIVITY

Guessing Game

Direct one of the students to look for an object in the room and not say aloud the name of the object. The student then makes one describing statement about the object, following the pattern, "It is. . ." ("It is yellow," or "It is near the teacher.") The students try to guess what the object is. If they fail to guess it, the chosen student may make up to four more describing statements, beginning with "It is" until someone guesses the object or until his five statements are used up.

. *Un estudiante que voy a nombrar, escogerá mentalmente un objeto de aquí del salón. No debe decir que es, pero debe describirlo en una forma que los otros estudiantes pueden adivinar que es. Las descripciones deben empezar con* "It is..." *(por ejemplo,* "It is yellow." *o* "It is near the teacher.") *Si los estudiantes de la clase no pueden adivinar que es el objeto con la primer frase, entonces el estudiante debe decir cuatro frases más hasta que la clase adivine o hasta que el estudiante ha dado cinco frases descriptivas.*

EVALUATION

Pretest and Posttest

I. Tell the student to match the sentence that goes best with each picture on the next page of their test and write the correct letter beside each number.

. *Al lado de cada número escriban la letra que contiene la oración que corresponde a cada dibujo.*

1. F 2. B 3. G 4. H 5. D 6. A 7. C 8. E

II. Tell the student that you will ask each of them to pronounce after you two pairs of similar words. Their pronunciation is acceptable if they can tell the difference between the two words.

. *Voy a pedir que cada estudiante pronuncie una pareja de palabras parecidas. Su pronunciación es aceptable si yo puedo notar una diferencia entre las dos palabras.*

1. wash - watch
2. leash - leech
3. marsh - march
4. crush - crutch
5. hush - hutch
6. mach - match
7. whish - which
8. leech - leash
9. hatch - hash
10. catch - cash
11. cheer - sheer
12. cheese - she's
13. chew - shoe
14. chore - shore
15. chop - shop
16. chill - shill
17. batch - bash
18. march - marsh
19. switch - swish
20. watch - wash

III. Read or ask students to read each sentence carefully. Have them select a pronoun from those listed to complete each sentence.

. *Vamos a leer las oraciones. Escojan de la lista el pronombre adecuado para completar cada oracion.*

1. Luis and Ben work in the yard.
   They mow the lawn.
2. Luis pulls the weeds.
   He pulls hard.
3. Ben rakes the yard.
   He works fast.
4. The wind blows.
   He feels the wind on his face.
5. Luis says, "*It* is windy. My hair looks funny."
6. Ben says, "*It* is hot."
7. "*I* want to stop working now."
8. Luis wants to work more.
   He wants more money.
9. *It* is hot.
10. *It* is windy.

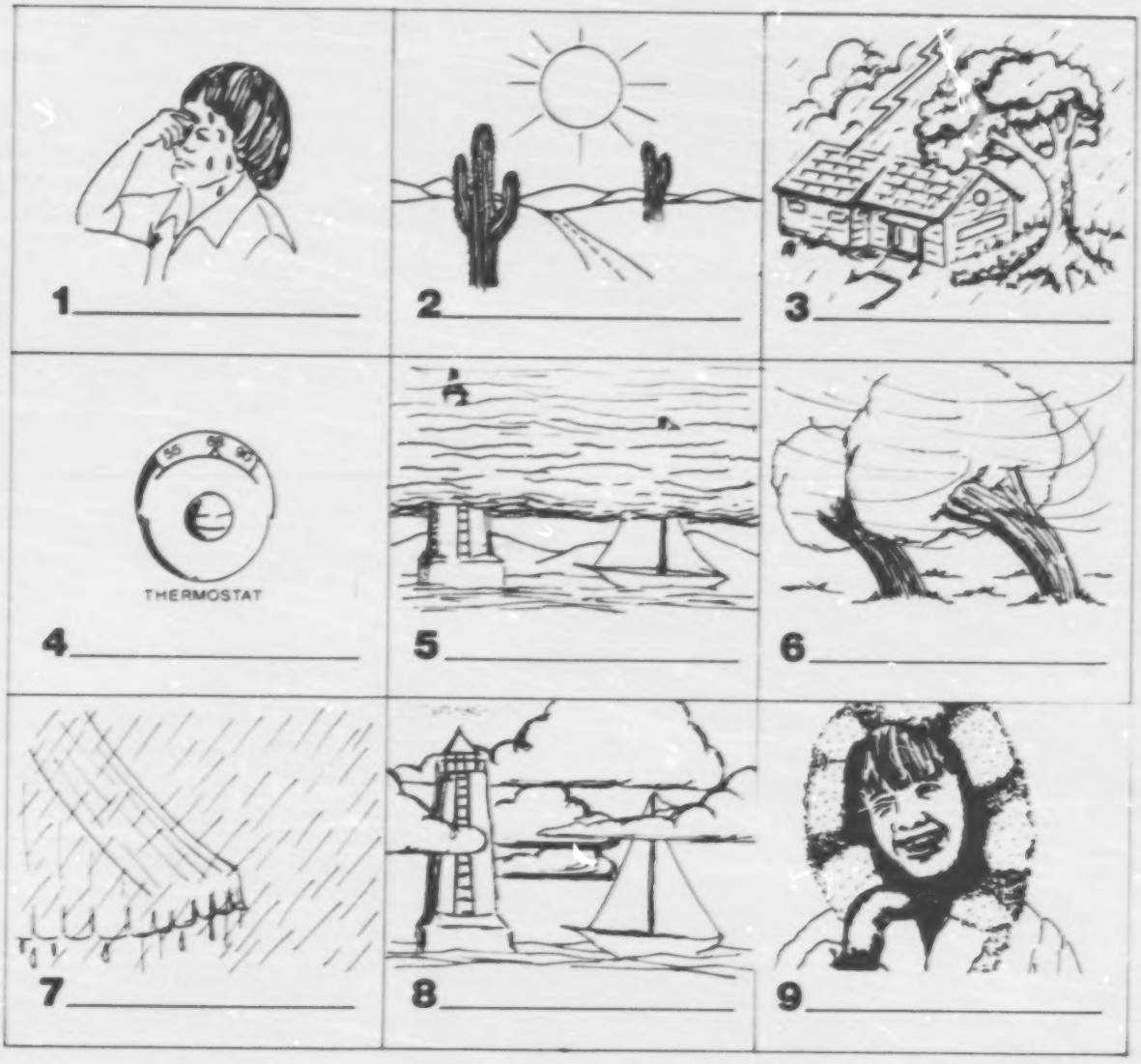
I
you
ne
she
it
we
you
they

NAME_____ CLASS_____ DATE_____

TEST

I. After each number write the letter of the sentence that goes with the picture.

. *Al lado de cada número escribe la letra que va con cada dibujo.*



A. It is rainy. C. It is cloudy. E. It is stormy. G. It is windy.
B. It is sunny. D. It is cold. F. It is foggy. H. It is hot.

II. Oral

III. Read the following sentences. Select a pronoun from the list to complete each sentence.

. *Lee las oraciones siguientes. Elige un pronombre adecuado de la lista para completar la oración.*

1. Luis and Ben work in the yard.
   _____mow the lawn.
2. Luis pulls the weeds.
   _____pulls hard.
3. Ben rakes the yard.
   _____works hard.
4. The wind blows.
   ____feels the wind on his face.
5. Luis sayd, "_____is windy. My hair looks funny."
6. Ben says, "_____is hot."
7. _____want to stop working.
8. Luis want to work more.
   _____ wants more money.
9. _____is hot.
10. _____is windy.

I
You
He
She
It
We
You
They

A new student

CONCEPTS

1. Expressions with auxiliary *can*
2. /i/
3. Sentence patterns; auxiliary *can*

OBJECTIVES

1. Given five written uncompleted sentences taken from the dialogue, the student will be able to choose appropriate words to complete the sentences with 80% accuracy.
2. Given 15 words containing either the sound /i/ or /ē/, the student will be able to choose the five words containing the /i/ sound with 80% accuracy.
3. Given ten sentences which include the auxiliary *can*, the student will be able to change the interrogative sentences into declarative sentences and the declarative sentences into interrogative sentences with 80% accuracy.

RESOURCES

None

71

ACTIVITIES

Oral Practice

The students may roleplay the dialogue.

. *Vamos a hacer los papeles de los estudiantes que encontramos en el diálogo.*

THE STUDENTS HELP RAMÓN

TEACHER: RAMÓN IS A NEW STUDENT. CAN YOU HELP RAMÓN?

ELISA: YES, I CAN HELP. I CAN GO TO LUNCH WITH RAMÓN.

RAMÓN: THANK YOU, ELISA.

WILLIAM: RAMÓN, CAN YOU SAY MY NAME?

RAMÓN: NO, I CANNOT SAY YOUR NAME.

WILLIAM: MY NAME IS WILLIAM. ADAM IS NEXT TO YOU.

RAMÓN: HELLO, WILLIAM, ADAM. MAYBE I CAN HELP YOU, TOO. I CAN PLAY SOCCER.

72

LOS ESTUDIANTES AYUDAN A RAMÓN

MAESTRO: RAMÓN ES ESTUDIANTE NUEVO. ¿PUEDEN AYUDARLE A RAMÓN?

ELISA: SÍ, YO PUEDO AYUDARLE. PUEDO IR AL ALMUERZO CON RAMÓN.

RAMÓN: GRACIAS, ELISA.

WILLIAM: RAMÓN, ¿PUEDES PRONUNCIAR MI NOMBRE?

RAMÓN: NO, NO PUEDO DECIR TU NOMBRE.

WILLIAM: ME LLAMO WILLIAM. ADAM ESTÁ A TU LADO.

RAMÓN: HOLA, WILLIAM, ADAM. TAL VEZ LES PUEDA AYUDAR, TAMBIÉN. PUEDO JUGAR FÚTBOL.

After the students repeat the dialogue several times, you may have them use their own names in place of the names given in the dialogue.

. *Ahora ustedes pueden cambiar los nombres que están en el diálogo a los nombres suyos.*

Oral Exercise

Have students answer the following questions. They may refer to the dialogue if necessary. Remind students to answer in complete sentences.

. *Vamos a contestar algunas preguntas sobre el diálogo. Deben contestar cada pregunta con oración completa.*

1. Who can go to lunch with Ramón? *(Elisa can go to lunch with Ramón.)*
2. Who can help Ramón say his name? *(William can help Ramón say his name.)*
3. Who can play soccer? *(Ramón can play soccer.)*
4. Who can help Ramón? *(Elisa, Willian, and Adam can help Ramón.)*
5. Where is Adam? *(Adam is next to Ramón.)*
6. Is Ramón a new student? *(Yes, Ramón is a new student.)*

Pronunciation

> Native speakers of Spanish do not have the sound of /i/ as in bit, and they often modify this sound to approximate the sound nearest to it in their speech system the /ē/ as in beat.

Oral Drill (A)

Pronounce the sound /i/ and have the students repeat it several times. Read Colum A below and ask for both choral and individual repetition. Then pronounce the paired words in Columns A and B and have the students repeat the pairs of words.

. *Repitan despuês de mí este sonido.*

. *Repitan estas palabras despuês de mí.*

A	B
bit	beat
is	ease
live	leave
sick	seek
his	he's
it	eat
hit	heat
sit	seat
dip	deep
fit	feet

Oral Drill (B)

Ask the students to repeat the following sentences.

. *Repitan estas frases.*

1. He can sit in this seat.
2. The shoes fit his feet.
3. Can you eat it?
4. Alicia bit into the beet.
5. Herbert did a good deed.

6. Albert took a dip into the deep.

7. Aren't these chips cheap?

8. She ate a meal at the mill.

Listening Exercise

Have the students raise their hands when they hear the /i/ sound in any of the words in the following set.

. *Levanten la mano cuando oigan el sonido /i/ en una o más de las siguientes palabras.*

1.	kid	fix	if	me
2.	lick	seat	seed	bee
3.	see	seem	spit	fit
4.	hay	win	big	ate
5.	mid	hit	weed	pit

Structure

> Word order of the interrogative sentence in Spanish does not permit the subject to be placed between the auxiliary *can* and the main verb. In the English interrogative sentence, the subject comes between the auxiliary *can* and the main verb. When used with an auxiliary, the verb is always in the infinitive form in both languages.

Have students study the position of *can* in the following sentences. Explain that the first sentence is a declarative sentence, while the second is an interrogative sentence or question.

. *Fíjense en las dos oraciones. La primera oración termina con punto y es una oración enunciativa. La segunda, termina con signo interrogativo y es pregunta.*

Bill can work.

Can Bill work?

Oral Exercise (A)

Ask students to make as many sentences as possible using words from the three columns.

. *Hagan tantas oraciones como les sea posible empleando palabras de las tres columnas.*

I		play
She		study
You	can	learn
They		sing
We		smile
Elsa		help
		work

⊡

Ask students to make as many questions as possible using words from the three columns.

. *Hagan tantas preguntas como les sea posible empleando palabras de las tres columnas.*

	I	play
	she	study
	you	learn
Can	they	sing
	we	smile
	Elsa	help
		work

?

Oral Exercise (B)

Have the students expand the following statements by inserting the modal *can* at the proper place. The student may need to repeat the basic and expanded sentences *both* before expanding the basic sentences.

. *Repitan las dos frases siguientes.*

BASIC SENTENCE	EXPANDED SENTENCE
1. They work.	They can work.
2. We work.	We can work.
3. Robert and René work.	Robert and René can work.
4. Adam and I work.	Adam and I can work.
5. These students work.	These students can work.
6. Felipe and Warren work.	Felipe and Warren can work.
7. Martín helps.	Martín can help.

. *En cada frase añade la palabra "can" en el lugar apropiado.*

1. They work. (They can work.)
2. We work. (We can work.)
3. Robert and René work. (Robert and René can work.)
4. Adam and I work. (Adam and I can work)
5. These students work. (These students can work.)
6. Felipe and Warren work. (Felipe and Warren can work.)
7. You help. (You can help.)
8. They study. (They can study.)
9. I help. (I can help.)
10. Xavier and Manuel smile. (Xavier and Manuel can smile.)
11. Yolanda and Caro play. (Yolanda and Caro can play.)
12. Robert and Joe sing. (Robert and Joe can sing.)

Tell the students to transform orally the following statements to questions after providing them an example.

. *Cambien las siguientes frases a preguntas.*

1. They can work.

   (Can they work?)

2. We can work.

   (Can we work?)

3. Robert and René can work.

   (Can Robert and René work?)

4. Adam and I can work.

   (Can Adam and I work?)

5. These students can work.

   (Can these students work?)

6. Felipe and Warren work.

   (Can Felipe and Warren work?)

7. We help.

   (Can we help?)

8. She and I study.

   (Can she and I study?)

9. He and Joe help.

   (Can he and Joe help?)

10. Xavier and Manuel can smile.

    (Can Xavier and Manuel smile?)

11. You smile.

    (Can you smile?)

12. Robert and Roland sing.

    (Can Robert and Roland sing?)

Written Exercise

The student is to place appropriately either a question mark or a period at the end of each of the following sentences.

. *Pongan punto final después de las oraciones y marca de interrogación después de las preguntas.*

1. Can Irene learn (?)
2. Irene can go (.)
3. Irene can smile (.)
4. Can Irene write (?)
5. Irene can sing (.)
6. Can Irene talk (?)
7. Can Irene go (?)
8. Can Irene see (?)
9. Irene can smile (.)
10. Can Irene study (?)

Tell the students to change the following statements to questions orally first, and then in writing on their own paper.

. *Cambien estas frases a preguntas. Escriban en su papel y no en el libro.*

1. She can work. *Can she work?*
2. The students can go. *Can the students go?*
3. He can go. *Can he go?*
4. We can study. *Can we study?*
5. Ramón can study. *Can Ramón study?*
6. Elisa and Ramón can smile. *Can Elisa and Ramón smile?*
7. You can help. *Can you help?*
8. Felipe can be here. *Can Felipe be here?*
9. You can say my name. *Can you say my name?*
10. I can help Ramón. *Can I help Ramón?*

ADDITIONAL ACTIVITIES

Tongue Twister

Use the following tongue twister as a means of teaching the sound /i/ as in bit. You may write it on the board as you proceed through the following activity: "The big pig bit big boys and sleepy streetsweepers."

Choose a student's name at random or alphabetically. Have him repeat the first part of the tongue twister after you: "The big pig." Ask each student one by one to repeat what the first student has said. Those who fail to say it the first time without an error are eliminated from the next round. At the beginning of the next round, go back to the student with whom you started. Ask him to say "The big pig bit big boys." Ask each student one by one to repeat what the first student has said. Those who make errors are eliminated from the last round. Finally, ask each student to repeat the complete tongue twister, "The big pig bit big boys and sleepy streetsweepers." If several students complete the phrase correctly, let them say it one by one faster and faster until only one person remains, and he is declared the winner.

. *Voy a escoger a un estudiante para que repita este trabalenguas después de mí. Entonces uno por uno (cuando llame su nombre) va a decir el trabalenguas. Los que no pueden decirlo sin error no pueden participar más. El trabalenguas se comienza con la primera parte. Repítan uno por uno, esta parte. Después el trabalenguas se hace más largo, y necesitan repetir la versión más larga. Por último, ustedes lo dicen perfectamente, entonces voy a pedir que lo digan más y más rápido*

hasta que solo uno quede y ese gane.

Vocabulary Building

Divide the class into two teams. Appoint a captain for each team. Write each of the following sentences in English and Spanish on separate small pieces of paper: "I can go - *Puedo ir*"; "I can run - *Puedo correr*"; "I can write - *Puedo escribir*"; "I can sing - *Puedo cantar*"; "I can talk - *Puedo hablar*"; "I can smile - *Puedo sonreir*"; "I can learn - *Puedo estudiar*"; "I can play - *Puedo jugar*"; " I can wait - *Puedo esperar*"; "I can learn - *Puedo aprender*"; "I can help - *Puedo ayudar*"; "I can work - *Puedo trabajar.*" Duplicate the sentences on 12 more pieces of paper so that both team captains will have the same set of sentences. Fold the papers so that the sentences cannot be seen. One team challenges the other with this preliminary pattern of speech.

FIRST TEAM CAPTAIN: I CHOOSE ROBERT (CHOSEN STUDENT)

STUDENT: HERE I AM.

FIRST TEAM CAPTAI: CAN YOU ACT?

STUDENT: YES, I CAN ACT.

FIRST TEAM CAPTAIN: OKAY, ACT FOR ME.

The team captain then draws a sentence from his stack of folded papers and hands it to the chosen student. The student silently reads the sentences and tries to act it out. The team who first guesses the act correctly gets to add that performer to its team. The challenging goes on until one of the team captains has no one remaining on his team.

. *Voy a dividir la clase en dos grupos. Necesito un líder por cada grupo. Tengo doce pedazos de papel para cada líder. En los papeles hay frases escritas y ustedes van a representar la acción que se encuentra en la frase. Comiencen el juego con estas palabras en inglés:*

PRIMER LÍDER: I CHOOSE ROBERT *(O CUALQUIERA).*
ESCOJO A ROBERTO.

ESTUDIANTE: HERE I AM.
AQUI ESTOY.

PRIMER LÍDER: CAN YOU ACT?
¿PUEDES ACTUAR?

ESTUDIANTE? YES, I CAN ACT.
SÍ, PUEDO ACTUAR.

PRIMER LIDER: OKAY, DO IT FOR ME.
BIEN, HÁLMELO.

El líder toma un pedazo de papel y se lo da al estudiante. El estudiante representa la acción de la frase. El grupo que adivine correctamenta la acción trae a ese estudiante a su lado o grupo. El juego continúa hasta que uno de los líderes se queda solo.

EVALUATION

Pretest and Posttest

I. Tell the students to fill in the blanks with the word *can* and another word from the dialogue to complete each sentence. You may need to read the sentences before letting the students fill in the blanks.

. *Pongan en los espacios una palabra apropiada del diálogo y la palabra* can *que estudiamos.*

1. *Can* you *help* Ramón?
2. *Can* you *say* my name?
3. Yes, I *can help*. (go, play)
4. I *can play* soccer.
5. I *can go* to lunch with you.

II. Pronounce the following words and give the students a page with numbers from 1 through 15. If the student hears the sound /i/, he should write "yes" beside the number of the word containing that sound. If he does not hear /i/, he should write "no" beside that number.

. *Escuchen las siguientes palabras. Si oyen el sonido /i/, escriban "yes" al lado del número. Si no oyen el sonido /i/, escriban "no" ahí.*

1. sit (Yes)	6. feet (No)	11. seen (No)
2. see (No)	7. sick (Yes)	12. eat (No)
3. seat (No)	8. ease (No)	13. leave (No)
4. mid (Yes)	9. deep (No)	14. in (Yes)
5. beat (No)	10. win (Yes)	15. seed (No)

III. Ask the students to change the declarative sentences to interrogative sentences and the interrogative sentences to declarative sentences.

. *Fíjense en las siguientes oraciones. Quiero que cambien las oraciones que no son preguntas a preguntas y las que son preguntas a oraciones expositivas.*

1. Can Martín smile?

   Martín can smile.

2. Ramón can go.

   Can Ramón go?

3. Marisela can study.

   Can Marisela study?

4. Can Eduardo and Roy study?

   Eduardo and Roy can study.

5. You and I can go to lunch.

   Can you and I go to lunch?

6. Felipe can say my name.

   Can Felipe say my name?

7. Can Adam help?

   Adam can help.

8. Can Jacobo study?

   Jacobo can study.

9. Elisa can help.

   Can Elisa help?

10. Can Marina and Olga learn?

    Marina and Olga can learn.

NAME_____CLASS_____DATE_____

TEST

I. Fill in the blanks with the word *can* and another word from the dialogue to complete each sentence.

. *Pon en los espacios la palabra* can *y otra palabra apropiada del diálogo que estudiamos.*

1. _____ you _____ Ramón?
2. _____ you _____ my name?
3. Yes, I _____ _____.
4. I _____ _____ soccer.
5. I _____ _____ to lunch with you.

II. Listen to the words your teacher pronounces. If you hear the /i/ sound, write "yes" beside the number of the word containing that sound. If you do not hear /i/, write "no" beside that number.

. *Escuchen las siguientes palabras: Si oyes el sonido /i/ escribe "yes" al lado del número. Si no oyes el sonido /i/ escribe "no" ahí.*

1. 6. 11.
2. 7. 12.
3. 8. 13.
4. 9. 14.
5. 10. 15.

III. Change each declarative sentence to an interrogative sentence and each interrogative sentence into a declarative sentence.

. *Cambia cada oración enunciativa a una oración interrogativa y cada oración interrogativa a una enunciativa.*

1. Can Martín smile?

_____

2. Ramón can go.

_____

3. Marisela can study.

_____

4. Can Eduardo and Roy study?

_____

5. You and I can go to lunch.

_____

6. Felipe can say my name.

_____

7. Can Adam help?

_____

8. Can Jacobo study?

_____

9. Elisa can help.

_____

10. Can Marina and Olga learn?

_____

Yours, Mine, and Ours

CONCEPTS

1. Expressions with possessive adjectives
2. *st, sp, sk*
3. Possessive adjectives and possessive pronouns

OBJECTIVES

1. Given 12 pictures, the student will be able to match a pair of sentences containing possessive adjectives with each picture, choosing nine out of 12 correctly.
2. Given give sets of words containing initial *st* consonant blends, the student will be able to differentiate between the *st* consonant blend and the vowel + *st* consonant blend with 80% accuracy.
3. Given five incomplete sentences, the student will be able to complete each sentence with the correct possessive word with 80% accuracy.

RESOURCES

None

ACTIVITIES

Oral Practice

Have half of the class recite one line of the verse and the other half respond with the following line.

. *Quiero separar la clase en dos grupos. Un grupo recita la línea inicial del verso y el otro responde con la línea que sigue.*

YOURS, MINE, AND OURS

My father is short;
Your father is tall.
My mouth is large;
Your mouth is small.

. *Mi padre es bajo;*
Tu padre es alto.
Mi boca es grande;
Tu boca es pequeña.

My room is dirty;
Your room is clean.
My eyes are brown;
Your eyes are green.

. *Mi cuarto está sucio;*
Tu cuarto está limpio.
Mis ojos son castaños;
Tus ojos son verdes.

But one thing we share,
And everything is fine;
My friendship is yours,
And yours is mine.

. *Pero una cosa compartimos,*
Y todo está bien;
Mi amistad es tuya,
Y la tuya es mía.

Oral Exercise (A)

Help the students make up a poem of unrhymed verse by letting students fill in the adjective or noun (or both) positions of the oral practice section with their own words. Write the poem on the chalkboard as the students provide words. Begin with one student and proceed around the class.

- *Vamos a cambiar el poema que está en el libro a un poema que nosotros haremos. Voy a escribir el poema en el pizarrón, y cuando sea necesario voy a pedirles que me den palabras para hacer nuestro poema.*

My_____is_____;
Your_____is_____.
My_____is_____;
Your_____is_____.

My_____is_____;
Your_____is_____.
My_____is_____;
Your_____is_____.

But one thing we share,
And everything is fine;
My friendship is yours,
And yours is mine.

Oral Exercise (B)

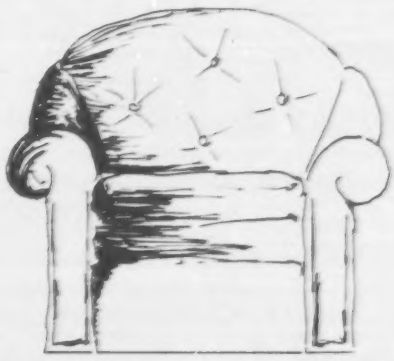
Reproduce and cut apart the 12 pictures found on the following pages. Fold the pictures and place them in a container. Let one student begin the drill by drawing one of the slips of paper from the container. The student looks at the picture and says, "My _____" (naming the object in the drawing). He chooses at random someone to respond with the expanded form of the phrase: "The _____ is yours." The chosen person keeps the game going by drawing a picture from the container and choosing another respondent. Make sure all students participate at least once during the course of the drill.

- *Saquen de la caja uno de los papeles doblados. Digan el nombre de la cosa que está en el dibujo y antes del nombre digan la palabra* "my". *Por ejemplo, digan,* "my pencil" *o* "my table" *o* "my friend". *Entonces escojan otro estudiante que responderá,* "The pencil is yours", *o* "The table is yours" *o* "The friend is yours".

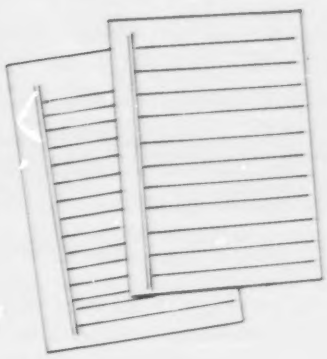
1. Her pencil is new.

2. My friend is smart.

3. His book is easy.



4. Their chair is large.



5. Your paper is lined.

6. Her door is locked

7. Her eyes are dark.

8. Her hair is long.

9. My friends are nice.

10. My house is pretty.

11. Their school is closed.

12. Your table is round.

Pronunciation

> **The Spanish language does not have the consonant cluster *st* in the initial position. A vowel sound always precedes the *st* consonant cluster in Spanish; therefore, the student will tend to add a vowel sound preceding the *st* consonant cluster in English.**

Oral Drill (A)

Have students repeat the following words.

. *Pongan atención al sonido inicial de cada palabra. Repitan después de mí.*

state	string	score	skip
stead	still	sky	scan
stake	stay	skunk	step
spire	Spain	spot	stack
strain	spear	spill	stride
spy	speed	skill	steam

Oral Drill (B)

Have students repeat the following sentences.

. *Repitan éstas oraciones con cuidado.*

1. He spends money on spears.
2. The train stops and starts.
3. Why spy on the spire?
4. Are their stakes on the estate?
5. Stay still on this spot.
6. Can you see the stack of skunk skins?

7. It takes skill to spot a spy.
8. Scan the sky with speed.
9. Take wide strides as you skip.
10. The spilled liquid stained the string.

Oral Drill (C)

Have students pay close attention to the difference between the *st* sound and the *est* sound. Say the words by columns first and then in pairs. Then have students repeat the sentences.

. *Fíjense que el sonido* "st" *es distinto al sonido* "est". *Primero quiero que repitan algunas palabras con el sonido inicial de* "st" *y después repetirán unas palabras con el sonido inicial de* "est". *Después repetirán las oraciones.*

state	estate
steam	esteem
spy	espy
stop	estop
stray	estray
special	especial

1. Your steak is hot.
2. She shares her estate.
3. Steam rises from the pan.
4. He is a very special spy.
5. Do you esteem such a special skill?

Structure

The Spanish possessive adjective and possessive pronoun have two or more forms for each single form in English. In Spanish, the definite article is used before words that name items of clothing, part of the body, and objects of personal ownership, whereas in English the possessive adjective is used.

Possessive Adjective	Possessive Pronoun
my - *mi, mis*	mine - *el mío, la mía, los míos, las mías*
your - *tu, tus*	yours - *el tuyo, la tuya, las tuyas, los tuyos*
his - *su, sus*	his - *el suyo, la suya, las suyas, los suyos*
her - *su, sus*	hers - *el suyo, la suya, las suyas, los suyos*
its - *su, sus*	its - *el suyo, la suya, los suyos, las suyas*
your - *su, sus*	yours - *el suyo, la suya, los suyos, las suyas*
our - *nuestro, nuestra, nuestros, nuestras*	ours - *el nuestro, la nuestra, los nuestros, las nuestras*
your - *su, sus*	yours - *el suyo, la suya, los suyos, las suyas*
their - *su, sus*	theirs - *el suyo, la suya, los suyos, las suyas*

Oral Drill

Pass a pencil (or book or paper) around the classroom. Handing the pencil to the first student, say, "your pencil." He turns to a second student and says, "your pencil." The second student responds with, "my pencil." This drill can be used simultaneously in groups of three to five members. Two pencils or objects may be passed around while reciting this drill, thereby teaching that the form of the possession pronoun does not change with the transformation of singular to plural.

. *Tomen el lápiz cuando se los den y digan* "my pencil," *que quiere decir "mi lápiz." Déselo a su vecino y digan* "your pencil," *que quiere decir "su lápiz." Toda la clase va a participar uno por uno en este ejercicio.*

Oral Exercise

Have the class respond to cue phrases with the complete sentences below until you think the individual student can form a sentence on his own from the cue phrase. (The word *its* cannot undergo this transformation.)

. *Repitan las frases. Después que repitan las frases, construyan una frase completa con las palabras que les voy a dar oralmente. Guíense por los ejemplos para formar las frases.*

My name	-	The name is mine.
My pencil	-	The pencil is mine.
Our table	-	The table is ours.
Our father	-	The father is ours.
Your room	-	The room is yours.
Your door	-	The door is yours.
His chair	-	The chair is his.
His friend	-	The friend is his.
Her mouth	-	The mouth is hers.
Her eye	-	The eye is hers.
Their wall	-	The wall is theirs.
Their paper	-	The paper is theirs.

Oral and Written exercise (A)

The following is an exercise in choosing the correct form of the possessive adjective or possessive pronoun. Ask the student to fill in the blank spaces with the appropriate form of the possessive. The words from which he is to choose precede the exercise. If necessary, go over the exercise orally with the students before you ask them to write.

. *Escriban la forma correcta de las palabras que indican posesión. Escojan la palabra apropiada de la siguiente lista.*

my	mine
your	yours
his	his
her	hers
our	ours
their	theirs

Example: 1. I have a book.
My book is red.
The red book is mine.

2. I have a table.
My table is brown.
The brown table is *mine*.

3. We have a friend.
Our friend is nice.
The nice friend is *ours*.

4. We have a pencil.
Our pencil is long.
The long pencil is *ours*.

5. You have a desk.
Your desk is small.
The small desk is *yours*.

6. You have a house.
Your house is nice.
The nice house is *yours*.

7. He has a chair.
His chair is large.
The large chair is *his*.

8. He has a table.
His table is green.
The green table is *his*.

9. She has a book.
Her book is little.
The little book is *hers*.

10. She has a house.
Her house is little.
The little house is *hers*.

11. They have a lesson.
This lesson is long.
The long lesson is *theirs*.

12. I have a smile.
My smile is nice.
The nice smile is *mine*.

13. You have a table.
Your table is large.
The large table is *yours*.

14. He has a pencil.
His pencil is green.
The green pencil is *his*.

15. They have a friend.
Their friend is happy.
The happy friend is *theirs*.

16. She has a name.
Her name is short.
The short name is *hers*.

Oral and Written Exercise (B)

Have student do the exercise orally first and then in writing. Have them choose the correct form of the possessive word in parentheses.

. *Primero quiero que hagan el ejercicio que sigue oralmente y después en su papel por escrito. Deben escoger la forma correcta de la palabra entre paréntesis que indica posesión para llenar cada espacio.*

A. 1. *Your* pencil is long. (Your, yours)

2. *Her* house is small. (Her, hers.)

3. *My* dog is black. (Mine, my)

4. *Our* desk is large. (Our, ours)

5. *Their* car is pretty. (Their, theirs)

B. 1. *Her* book is red but *mine* is green.
(Her, Hers) (my, mine)

2. *Their* car is new but *ours* is old.
(Theirs, Their) (our, ours)

3. *Your* cat is black but *mine* is white.
(Yours, Your) (mine, my)

4. *Our* house is small but *hers* is large.
(Ours, Our) (her, hers)

5. *My* hair is black but *theirs* is brown.
(My, Mine) (theirs, their)

EVALUATION

Pretest and Posttest

I. Read each pair of sentences or have the students read them. Then ask them to look at the 12 pictures and to match each pair of sentences with the picture by writing the number of the picture beside each pair of sentences.

. *Vamos a leer las oraciones que están a continuación. Ahora vamos a ver los dibujos que tienen solamente números. Al lado de cada par de oraciones deben escribir el número del dibujo que va con las oraciones.*

1. The woman is in front of the door.
   Her door is locked. 6
2. Estela knows all the answers.
   My friend is smart. 2
3. Mary sharpened the pencil.
   Her pencil is new. 1
4. Pedro likes the book.
   His book is easy. 3
5. They have a green chair.
   Their chair is large. 4
6. You have a lot of paper.
   Your paper is lined. 5
7. I live in a nice house.
   My house is pretty. 10
8. Peter and James play with me.
   My friends are nice. 9

9. Marilú has a pretty face.

   Her hair is long. 6

10. The students are not in school.

    Their school is closed. 11

11. Marta has black hair.

    Her eyes are dark. 7

12. Your table is in the living room.

    Your table is round. 12

II. Tell the students to listen to the following pairs of words and decide which of the pairs are alike and which are different. Write "yes" if the two words are the same; write "no" if the two words are different.

. *Escuchen los pares de palabras que voy a leer. Si las dos palabras del par son iguales, escriban "sí"; si las dos palabras del par son distintas, escriban "no".*

1.	steam	steam	Yes
2.	state	estate	No
3.	steam	esteem	No
4.	spy	espy	No
5.	state	state	Yes

III. Tell the students to choose the correct form of the possessive word in parentheses and write it in the blank space.

. *Escojan la forma correcta del pronombre posesivo que está en paréntesis. Escríbela en el espacio.*

1. My chair is green.
   The green chair is *mine*.
   (mine, my)

2. Your pencil is short.
   The short pencil is *yours*.
   (yours, ours)

3. Our class is small.
   The small class is *ours*.
   (our, ours)

4. His school is large.
   The large school is *his*.
   (his, theirs)

5. Her book is red.
   The red book is *hers*.
   (hers, his)

NAME_____CLASS_____DATE_____

TEST

I. Read or listen as the following pairs of sentences are read. Each pair of sentences goes with one of twelve pictures. Write the number of the picture beside the correct pair of sentences.

. *Lee o escucha mientras se leen las oraciones que siguen. Cada par de oraciones corresponde a uno de los dibujos. Escribe el número del dibujo que corresponde a cada par de oraciones.*

1. The woman is in front of the door.
   Her door is locked. _____
2. Estela knows all the answers.
   My friend is smart. _____
3. Mary sharpened the pencil.
   Her pencil is new. _____
4. Pedro likes the book.
   His book is easy. _____
5. They have a green chair.
   Their chair is large. _____
6. You have a lot of paper.
   Your paper is lined. _____
7. I live in a nice house.
   My house is pretty. _____

8. Peter and James play with me.
   My friends are nice. _____

9. Marilú has a pretty face.
   Her hair is long. _____

10. The students are not in school.
    Their school is closed. _____

11. Marta has black hair.
    Her eyes are dark. _____

12. Your table is in the living room.
    Your table is round. _____

II. Listen as your teacher says five pairs of words. Write "yes" if the two words are the same. Write "no" if the two words are different.

. *Escucha mientras el maestro lee 5 pares de palabras. Si las dos palabras del par son iguales, escribe* "yes". *Si las dos palabras del par son distintas, escribe* "no".

1. 2. 3. 4. 5.

III. Choose the correct form of the possessive word to complete each sentence.

. *Escoge la forma correcta de la palabra que indica posesión para completar las oraciones.*

1. My chair is green.
   The green chair is_____.
   (my, mine)

4. Your pencil is short.
   The short pencil is _____.
   (yours, ours)

2. Our class is small.

   The small class is _____.

   (our, ours)

3. Her book is red.

   The red book is _____.

   (hers, his)

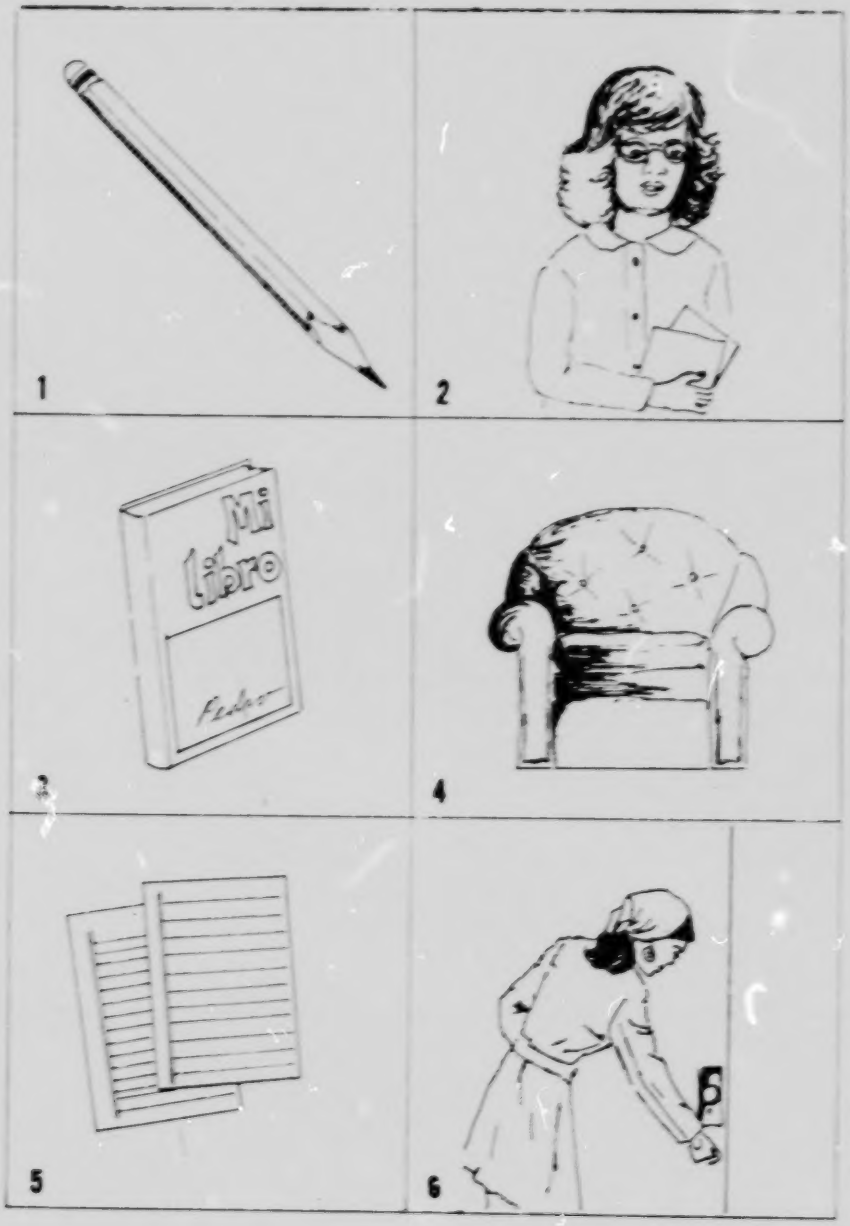
5. His school is large.

   The large school is _____.

   (his, theirs)

Use these pictures to do Part I of the test.

. *Emplea estos dibujos para contestar las preguntas en la prueba número uno.*



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Animals in a zoo

CONCEPTS

1. Names of animals
2. /s/; /z/
3. Negatives with *be*

OBJECTIVES

1. Given incomplete statements and sets of words, the student will be able to write with 75% accuracy the word in each set which does not share common qualities of mearing with the other words.
2. Given orally a list of ten words which begin or end with the /s/ or /z/ sound, the student will be able to differentiate between the two sounds with 80% accuracy.
3. Given ten affirmative sentences, the student will be able to transform them to negatives with 80% accuracy.

RESOURCES

One index card per student

ACTIVITIES

Oral Practice

Read the poem to the class and have the students repeat it after you.

. *Voy a leer el poema. Repitan las líneas después de mí.*

ANIMALS IN A ZOO

Lions and tigers are in a zoo;
Elephants and giraffes live there, too.
All these animals are there for you.

Owls and peacocks are in a zoo;
Snakes and lizards live there, too.
All these animals are there for you.

Zebras and bears are in a zoo;
Monkeys and squirrels live there, too.
All these animals are there for you.

. *En el parque zoológico están:*

los leones y los tigres,

los elefantes y las jirafas

y todos están allí

esperándote a ti.

En el parque zoológico están:

los buhos y los pavos reales

las víboras y las lagartijas

y todos están allí

esperándote a ti.

En el parque zoológico están:
las cebras y los osos,
los monos y las ardillas
y todos están allí
esperándote a ti.

Oral Exercise

Write the poem on the chalkboard, substituting blank spaces for the animal names. Then have one student at a time give the animal's name as you instruct the class to look at the animal pictures in their text. Say a number only and ask a student to respond by naming an animal. As each animal is named, fill in the blanks of the poem.

. *Vamos a completar el poema que está escrito en el pizarrón. Vean los dibujos de animales en su texto. Yo les diré un número y ustedes me dirán el nombre del animal que corresponde a ese número para escribirlo en el pizarrón.*

Written Exercise

Ask students to look at the pictures of animals in their books. Ask them to number their papers from 1 to 12 and to write the name of the animal that corresponds to each number.

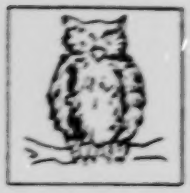
. *Vean los dibujos de animales en su libro. Escriban los números del 1 al 12 en su papel; escriban el nombre de cada animal según su número.*

ANIMALS IN A ZOO

monkey

squirrel

snake

owl 

giraffe

lion

tiger

bear

zebra

peacock

elephant

lizard

Pronunciation

The sounds /s/ and /z/ have distinct pronunciations in English.

Oral Drill

Have students listen and repeat the following words. Say the words by columns first, then in pairs.

. *Voy a pronunciar una lista de palabras. Escuchen y repítanlas.*

zoo	Sue
prize	price
rise	rice
pays	pace
plays	place
lose	loose
zeal	seal
mazes	maces
razor	racer
buzz	bus
doze	dose
fuzz	fuss
eyes	ice
zinc	sink

Written Exercise (A)

Have students copy the following words on their papers. Pronounce each word and ask them to write /s/ or /z/ according to

the sound they hear. Help students check their own papers as a class activity.

. *Escriban en su papel las palabras de la lista que sigue. Escuchen mientras que yo las pronuncio y escriban /s/ o /z/ según el sonido contenido en la palabra. Después vamos a revisar el ejercicio.*

Example: prize /z/

Ejemplo: pace /s/

1. easy	/z/	8. tease	/z/
2. rise	/z/	9. pays	/z/
3. lose	/s/	10. loose	/s/
4. miss	/s/	11. rice	/s/
5. ice	/s/	12. plays	/z/
6. seal	/s/	13. muscle	/s/
7. price	/s/	14. eyes	/z/

Written Exercise (B)

Give each student a 3 x 5 card with a word on it that has been previously presented and which includes either the *z* or *s* sound. Go around the room having each student pronounce the word correctly. Then have the entire class pronounce that word.

. *Voy a darles unas tarjetas. En cada una está escrita una palabra que contiene el sonido /s/ o /z/. Cuando yo les diga, pronuncien la palabra que está escrita en sus tarjetas poniendo atención a la pronunciación. Después toda la clase pronunciará la palabra.*

Written Exercise (C)

Divide the class into two teams. Ask the teams to send one member to the chalkboard simultaneously. Say a word for each pair and ask them to write the sound heard, /s/ or /z/. Keep score of the number of correct answers for each team. The team with the most points wins. Extra points may be awarded if students can write correctly both the /s/ or /z/ sound and the word heard.

Vamos a hacer dos equipos. Cuando yo les indique uno de cada partido pasará al pizarrón. Yo les diré una palabra y cada uno de Uds. escribirá el sonido que oiga, yo sea /s/ o /z/. El equipo que escriba más respuestas correctas gana. Los que pueden escribir la palabra correctamenta además del sonido de /s/ o /z/ recibirán puntos adicionales.

Structure

> The negative word *not* is placed after the form of the verb *be*. The negative word *never* comes either before or after the verb. In this lesson, the word *never* will follow the verb.

Oral and Written Exercise

In each of the five groups of sentences below have students do the following: Identify the form of the verb *be*, add *not* in the appropriate place in sentence b, add *never* in sentence c. If necessary do the exercise orally first, then in writing.

Vamos a estudiar las oraciones que están a continuación. Deben hacer lo siguiente. Primero, identifiquen la forma del verbo en cada uno de los grupos. Segundo, coloquen la palabra "not" *en la segunda oración (b) de cada grupo. Tercero, colo-*

quen la palabra "never" *en la tercera oración (c) de cada grupo. Vamos a hacerlo primero oralmente y después por escrito.*

1. a. Zoos are for children only.
   b. Zoos are *not* for children only. (not)
   c. Zoos are *never* for children only. (never)
2. a. I am afraid of bears.
   b. I am *not* afraid of bears. (not)
   c. I am *never* afraid of bears. (never)
3. a. That monkey is mad.
   b. That monkey is *not* mad. (not)
   c. That monkey is *never* mad. (never)
4. a. The owls are asleep.
   b. The owls are *not* asleep. (not)
   c. The owls are *never* asleep. (never)
5. a. Lions and tigers are alike.
   b. Lions and tigers are *not* alike. (not)
   c. Lions and tigers are *never* alike. (never)

Oral Exercise

Give a student a sheet of paper while saying, "This is your paper," and then, "This is *not* my paper." The student then takes the sheet of paper and turns to a student near him saying, "This is your paper. This is *not* my paper." The second student takes the paper and continues the drill. *Your, our* and other possessive adjectives may be used.

. *Voy a darle a uno de ustedes una hoja de papel y al entregarla voy a decir:* "This is your paper" *y* "This is not my paper." *El que recibe el papel debe decirle a su vecino:* "This is your paper. This is not my paper." *Quiero que todos repitan estas frases cuando llegue su turno.*

Oral Exercise (A)

Write the following sentences on the chalkboard. Have the students make the sentences negative by adding *not* after the form of the verb *be*. Then ask them to use the word *never* in each sentence. (One student may answer; the entire class may repeat.)

. *Lean las frases que están en el pizarrón. Voy a pedirle a un alumno que ponga la palabra* "not" *en el lugar apropiado. Los demás deben repetir después de él. Después emplearemos la palabra* "never" *en cada oración.*

1. The girls are at school. (The girls are not/never at school.)
2. I am happy. (I am not/never happy.)
3. The answer is correct. (The answer is not/never correct.)
4. A bear is here. (A bear is not/never here.)
5. Lions and tigers are at school. (Lions and tigers are not/never at school.)
6. Snakes are tall. (Snakes are not/never tall.)
7. That boy is sad. (That boy is not/never sad.)
8. All girls are alike. (All girls are not/never alike.)
9. The student is asleep. (The student is not/never asleep.)
10. Students are in class today. (Students are not/never in class today.)

Oral Exercise (B)

Read the following sentences aloud and ask the students to tell which sentence in each set is most nearly true.

. *Después de que yo lea las siguientes frases quiero que digan cual frase de cada par en su opinión tiene más sentido.*

1. Snakes talk. Snakes never talk.
2. Plants are not animals. Plants are animals.
3. A lizard is not like a bird. A lizard is like a bird.
4. Bears sing. Bears never sing.
5. A zebra never lives in a school. A zebra lives in a school.
6. The teacher is not a doctor. The teacher is a doctor.
7. A student and a teacher are not at school. A student and a teacher are at school.
8. Owls are birds. Owls are never birds.
9. The zoo is for children. The zoo is never for children.
10. Animals talk. Animals never talk.

EVALUATION

Pretest and Posttest

I. Say to the students: "Read each sentence carefully. Select from the four words in parentheses the word which completes each sentence correctly."

. *Lean cada oración con cuidado. Elijan de las 4 palabras entre paréntesis la palabra más apropiada para completar cada oración.*

1. A *pencil* is not an animal. (pencil, elephant, peacock, lion)
2. A *zoo* is not an animal. (giraffe, monkey, zoo, tiger)
3. A *hat* is not an animal. (zebra, hat, owl, snake)
4. A *book* is not an animal. (book, bear, squirrel, lizard)
5. A *plant* is not an animal. (plant, tiger, lion, snake)
6. A *school* is not an animal. (squirrel, school, snake, zebra)
7. A *desk* is not an animal. (monkey, elephant, lion, desk)
8. A *paper* is not an animal. (lizard, paper, giraffe, bear)

II. Tell the students to listen to the following list of ten words. As they hear each word, the student will write *s* or *z* according to the sound they hear.

. *Al oír cada palabra, escriban "s" o "z" según el sonido contenido.*

1.	zeal	z	6.	plays	z
2.	place	s	7.	ice	z
3.	zip	z	8.	seal	s
4.	eyes	z	9.	prize	z
5.	price	s	10.	sip	s

III. Tell the students to make the following sentences negative by adding the word in parenthesis after the form of the verb *be*. Rewrite the negative sentence in the blank below each sentence.

. *Cambien las siguientes frases a frases negativas, añadiendo la palabra entre parêntesis despuês del verbo* "be" (is o are). *Escriban la frase negativa en el espacio debajo de la frase afirmativa.*

1. All animals are in the zoo. (not)

   All animals are not in zoos.

2. All giraffes are short. (never)

   All giraffes are never short.

3. The zoo is large. (not)

   The zoo is not large.

4. Plants are animals. (never)

   Plants are never animals.

5. Snakes and lizards are alike. (not)

   Snakes and lizards are not alike.

6. An owl is a big bird. (not)

   An owl is not a big bird.

7. All the monkeys are in the zoo. (never)

   All the monkeys are never in the zoo.

8. The lions and tigers are at school. (never)

   The lions and tigers are never at school.

9. A zoo is like a school. (never)

A zoo is never like a school.

10. Bears are small animals. (not)

Bears are not small animals.

NAME_____CLASS_____DATE_____

TEST

I. Read each sentence carefully. Select from the four words in parentheses the word which completes the sentence correctly.

. *Lee cada oración con cuidado. De las cuatro palabras entre parêntesis escoge la palabra más apropiada para completar cada oración.*

1. A _____ is not an animal. (pencil, elephant, peacock, lion)
2. A _____ is not an animal. (giraffe, monkey, zoo, tiger)
3. A _____ is not an animal. (zebra, hat, owl, snake)
4. A _____ is not an animal. (book, bear, squirrel, lizard)
5. A _____ is not an animal. (plant, tiger, lion, snake)
6. A _____ is not an animal. (squirrel, school, snake, zebra)
7. A _____ is not an animal. (monkey, elephant, lion, desk)
8. A _____ is not an animal. (lizard, paper, giraffe, bear)

II. Oral

Listen to the ten words your teacher will read. As you hear each word write *s* or *z* according to the sound you hear.

. *Al oir cada palabra que lea tu maestra(o) escribe* "s" *o* "z" *según el sonido contenido.*

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

III. Make the following sentences negative by adding the word in parentheses after the form of the verb *be*. Rewrite the negative sentence in the blank below each sentence.

. *Cambia las siguientes frases, a frases negativas, añadiendo la palabra entre paréntesis después del verbo* "be" (is o are). *Escribe la frase negativa en el espacio debajo de la frase afirmativa.*

1. All animals are in the zoo. (not)

_____

2. All giraffes are short. (never)

_____

3. The zoo is large. (not)

_____

4. Plants are animals. (never)

_____

5. Snakes and lizards are alike. (not)

_____

6. An owl is a big bird. (not)

_____

7. All monkeys are in the zoo. (never)

_____

8. The lions and tigers are at school. (never)

_____

9. A zoo is like a school. (never)

_____

10. Bears are small animals.

_____

Green grass and warm days

CONCEPTS

1. Descriptions
2. Final consonant blends *nd, nts, eks, pt*
3. Adjectives

OBJECTIVES

1. Given 20 sentences, the student will be able to choose one of two adjectives that the sentence can logically accomodate, with 85% accuracy.
2. Given two sentences containing certain final consonant blends, the student will be able to repeat the sentence and clearly articulate the final consonant sounds in at least one of the sentences.
3. The student will be able to choose an appropriate adjective and noun to complete at least eight of ten sentences.

RESOURCES

None

ACTIVITIES

Oral Practice

Ask students to think of a place, person, or thing they like. Ask them to tell why they like that person, place, or thing. Then tell them the dialogue you will read tell what several boys and girls like.

. *Quiero que piensen en algo que a Uds. les guste como alguna persona, algún lugar o alguna cosa. ¿Por qué les gusta tal persona, lugar o cosa, . . . Ahora vamos a leer el diálogo que sigue. Fíjense en los gustos de algunos estudiantes como Uds.*

GREEN GRASS AND WARM DAYS

TEACHER: YOUR WORLD--WHAT DO YOU LIKE ABOUT IT?

MARISELA: I LIKE HOT POPCORN AND OLD MOVIES.

ROBERTA: I ENJOY BEST FRIENDS AND MY PETS.

DAVID: I LIKE LARGE FAMILIES AND GOOD FOOD.

ZEKE: GIVE ME FAST CARS, BIG SHIPS, AND JETS.

TEACHER: YOUR WORLD--WHAT DO YOU LIKE ABOUT IT?

GLADYS: I LIKE THE DEEP OCEAN AND TALL TREES.

DIEGO: I LIKE WIERD PEOPLE WITH STRANGE WAYS.

YAYA: I WANT NEW CLOTHES AND NEAT PARTIES.

MECHE: I ENJOY GREEN GRASS AND WARM DAYS.

MAESTRO: *TU MUNDO--¿QUÉ TE GUSTA DE ÉL?*

MARISELA: *ME GUSTAN PALOMITAS DE MAÍZ CALIENTES Y PELÍCULAS ANTIGUAS.*

ROBERTA: *ME GUSTAN AMIGOS BUENOS Y ANIMALES CASEROS.*

DAVID: *ME GUSTAN FAMILIAS GRANDES Y COMIDAS DELICIOSAS.*

ZEKE: *Y A MÍ, DÉNME CARROS VELOCES, NAVES ENORMES, Y AVIONES.*

MAESTRO: *TU MUNDO--¿QUÉ TE GUSTA DE ÉL?*

GLADYS: *ME GUSTAN EL PROFUNDO MAR Y LOS ÁRBOLES ALTOS.*

DIEGO: *ME GUSTAN GENTE RARA CON MODOS SINGULARES*

YAYA: *QUIERO ROPA NUEVA Y FIESTAS AGRADABLES.*

MECHE: *ME GUSTAN LA HIERBA VERDE Y LOS DÍAS DE SOL.*

Oral Exercise

List all the adjectives from the dialogue on the chalkboard. (See the list that follows.) Ask each student to choose any two of the modifying words. Then say one line of the dialogue to a student and ask him to repeat the line, substituting his two modifying words for the two in the original line.

. *Escojan dos palabras de las que se encuentran en el pizarrón. Cuando les de una oración del diálogo, repítanla y sustituyan las palabras descriptivas que se encuentran en la oración por las dos que escogieron.*

your	hot	old	best	my	large
good	fast	big	deep	tall	unusual
new	nice	green	warm	continue	different

Pronunciation

Final Consonant blends: nd, nts, sks, pt

> For all practical purposes, syllable or word final clusters such as *nd, nts, sks,* and *pt* do not exist in Spanish. The Spanish speaker will either add a vowel to a final consonant cluster or drop a consonant when pronouncing the blends.

Oral Drill

Ask students to listen carefully to the ending sound of each word. Have them repeat each pair of words and the sentences which follow.

. *Escuchen atentamente el sonido final de cada palabra. Repitan cada par de palabras.*

1.	ban	band
2.	bon	bond
3.	can	canned
4.	wean	weaned
5.	bone	boned
6.	pain	pained
7.	rain	rained
8.	mine	mined
9.	win	wind
10.	own	owned

1.	ape	aped
2.	rope	roped
3.	peep	peeped
4.	cope	coped
5.	rap	rapped
6.	rip	ripped
7.	lop	lopped
8.	sip	sipped
9.	map	mapped
10.	zip	zipped

1.	ask	asks
2.	cask	casks
3.	flask	flasks
4.	mask	masks
5.	husk	husks
6.	task	tasks

7.	risk	risks
8.	whisk	whisks
9.	disc	disks
10.	tusk	tusks

1.	ant	ants
2.	chant	chants
3.	plant	plants
4.	pant	pants
5.	win	wince
6.	scent	scents
7.	lint	lints
8.	stunt	stunts
9.	hunt	hunts
10.	haunt	haunts

Tell the students to repeat these sentences after you.

. *Repitan estas oraciones después de mí.*

1. My friend played in the band.
2. I peeped out the window.
3. He hints at the risks.
4. Grant winces at the scents of plants.
5. Canned ants are boned.
6. Ask for casks, flasks, and masks.
7. The scent haunts.
8. The cop coped with a difficult stunt.
9. A tusk ripped his cape.
10. Wind and ants ruined the plants.

Written Exercise

Ask the student to number their papers from 1-10. Have them write the ending sounds of each word as you pronounce it. The student will write *n* or *nd*.

. *Numera tu papel de 1-10. Escriban el sonido final de cada palabra que voy a pronunciar. Deben escribir una* "n" *o* "nd".

1.	run	n	6.	wren	n
2.	men	n	7.	mind	nd
3.	owned	nd	8.	rained	nd
4.	phone	n	9.	pin	n
5.	send	nd	10.	ten	n

Ask the students to number their papers from 1-10 and write *p* or *pt* to indicate the ending sound of each of the following words.

. *Numera tu papel de 1-10. Escriban una* "p" *o* "pt" *según el sonido que oigan al final de cada palabra.*

1.	top	p	6.	topped	pt
2.	tip	p	7.	apt	pt
3.	mopped	pt	8.	rope	p
4.	hip	p	9.	rope	p
5.	kept	pt	10.	slipped	pt

Ask the students to number their papers from 1-10 and write *sk* or *sks* to indicate the ending sound of each of the following words.

. *Numera tu papel de 1-10. Escriban* "sk" *o* "sks" *según el sonido que oigan al final de cada palabra.*

1.	ask	sk	6.	task	sk
2.	risks	sks	7.	asks	sks
3.	rusk	sk	8.	disc	sk
4.	shisk	sk	9.	masks	sks
5.	dusk	sk	10.	flasks	sks

Ask the students to number their papers from 1-10 and to write *n* or *nts* to indicate the ending sound of each of the following words.

. *Numera tu papel de 1-10. Escriban* "n" *o* "nts" *según el sonido que oigan al final de cada palabra.*

1.	pun	n	6.	runts	nts
2.	punts	nts	7.	bun	n
3.	sun	n	8.	stunts	nts
4.	ton	n	9.	done	n
5.	hunts	nts	10.	fun	n

Structure

> In Spanish, the adjective usually follows the noun it modifies. The adjective also agree with the noun it modifies in number and gender. In English, words which describe (adjectives) are generally placed in fron of the noun and do not change in form.

Written Exercise (A)

Ask students to look at the dialogue "Green Grass and Warm Days." Read the dialogue aloud, pausing after each line. Instruct students to write the describing words (adjectives) from each line.

. *Voy a leer el diálogo en voz alta. Mientras que yo leo cada línea, Uds. deben escribir en su papel cada palabra descriptiva, (es decir, los adjetivos). Sigan conmigo la lectura y escriban cada palabra correctamente.*

you, hot, old, best, my, large, good, fast, big, deep, tall, unusual, different, new, nice, green, warm

Written Exercise (B)

Ask the student to choose words from the following list which describe persons, places, or things and to list them on their papers. Then ask them to write another list of words which name persons, places, or things.

. *Escojan de la lista las palabras que describen personas, lugares o objetos. Escriban estas palabras en su papel. Después escojan las palabras que indican el nombre de objetos, lugares o personas y escríbanlos en otra lista.*

best	large	good	cars
your	unusual	ocean	families
hot	world	trees	deep
parties	days	green	clothes
big	tall	friends	

jets	pets	ways
people	food	ships
fast	popcorn	different
warm	grass	nice
old	my	movies

WORDS WHICH DESCRIBE (adjectives)		WORDS DESCRIBED Persons, Places, Things (nouns)	
1. best	9. green	1. parties	10. jets
2. your	10. deep	2. world	11. people
3. hot	11. fast	3. days	12. pets
4. big	12. warm	4. ocean	13. food
5. large	13. old	5. trees	14. popcorn
6. unusual	14. my	6. friends	15. grass
7. tall	15. different	7. cars	16. ways
8. good	16. nice	8. families	17. ships
		9. clothes	18. movies

Oral and Written Exercise (A)

Ask the students to find the word in each of the following groups the best describes the word found at the beginning of each line. Do the exercise orally first, then have students write it.

. *Digan la palabra de cada grupo que describe mejor la palabra subrayada. Escriban en su papel.*

1. day - deep, tall, *hot*
2. party - green, fast, *large*
3. food - tall, *hot*, deep
4. grass - fast, *tall*, large
5. family - *big*, green, deep
6. popcorn - *warm*, tall, fast
7. clothes - deep, *old*, tall
8. movie - hot, fast, *nice*
9. ocean - *large*, fast, new
10. pet - *unusual*, green, deep

Oral and Written Exercise (B)

Have the student do the exercise orally and then in writing. Ask them to select two of the three words given which best complete the sentence.

. *Primero vamos a hacer el ejercicio oralmente y después por escrito. Escojan dos de las tres palabras para completar cada oración..*

1. He likes *good, hot* food.
   good, old, hot
2. We saw the *fast, new* ship.
   fast, new, deep
3. Mary needs a *large green* car.
   large, green, tall
4. They like *unusual, different* movies.
   warm, unusual, different
5. Pedro likes *my nice* friends.
   my, deep, nice
6. We like *your nice* families.
   green, your, nice
7. I enjoy *nice, warm* days.
   nice, warm, old
8. Have you seen the *large, deep* ocean?
   tall, large, deep

Oral and Written Exercise (C)

Ask the students to use cues in the first statement of the pairs below to complete the second statement. This exercise may be oral or written.

Fíjense en los pares de oraciones que siguen. Completen la segunda oración según el ejemplo.

Example: The cars are fast. They are *fast cars*

1. The boys are tall. *They are tall boys.*
2. The cars are big. *They are big cars.*
3. The trees are tall. *They are tall trees.*
4. The clothes are new. *They are new clothes*
5. The trees are old. *They are old trees.*
6. The girls are nice. *They are nice girls.*
7. The jets are large. *They are large jets.*
8. The pets are small. *They are small pets.*
9. The movies are unusual. *They are unusual movies.*
10. The jets are fast. *They are fast jets.*
11. The ships are old. *They are old ships.*
12. The people are unusual. *They are unusual people.*
13. The oceans are deep. *They are deep oceans.*
14. The days are warm. *They are warm days.*
15. My friends are nice. *They are nice friends.*

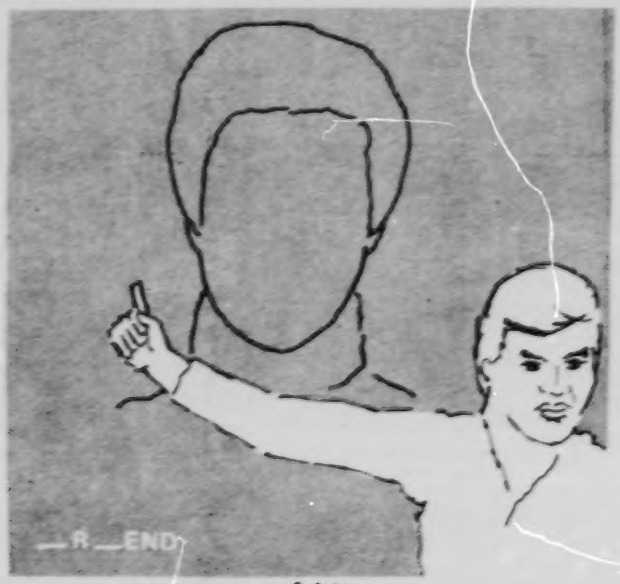
ADDITIONAL ACTIVITIES

Spelling Game

The teacher (or a student) chooses an adjective or noun from the Oral Practice section. He then draws on the chalkboard a face without features (as illustrated below) and draws the number of dashes corresponding to the number of letters in the chosen word. In turn students ask if the word that the teacher has in mind contains a particular letter. If the teacher must answer "no", then he draws a feature on the face. If the teacher must respond with "yes," then he writes the letter in the corresponding dash(es). Each time the student asks for a letter *not* included in the word, the teacher draws one of the six features of the face--a mouth, a nose, two eyes, and two eyebrows. Each time the students name a letter which is included in the word, the teacher fills in that letter in the appropriate place. The objective for the teacher is to complete the drawing; the objective for the student is to complete the spelling of the word within **six attempts** or before the face is completely drawn.

. *Juego de Ortografía*

Voy a escoger una palabra del diálogo. El número de letras en la palabra corresponde al número de espacios que he escrito en el pizarrón. Entonces ustedes, uno por uno, han de preguntar si la palabra contiene cierta letra. Si no, voy a proceder a dibujar una cara que al terminar va a ser una chica bastante guapa. Primero dibujo la boca, luego la nariz, los dos ojos, y al final, las dos cejas. Si la palabra verdaderamente contiene la letra que ustedes sugieren, escribiré la letra en el espacio correspondiente. Yo trataré de dibujar la cara mientras que ustedes tratan de suplir las letras que completan la palabra.



Memory Game

The players may be seated in a circle or in their customary places. The first player makes the following statement: "I live in a large world." Each players takes turn repeating the statement, and then he places an additional describing word in the sentence, e.g., "I live in a large, green world." The next student may choose to say "I live in a large, green, weird world."

The student who fails to repeat the sentence accurately while adding another adjective of his own to the sentence drops out of the game. The adjectives that the students add do not have to make perfect sense within the context of the sentence.

. *Juego de memoria*

El primer estudiante que yo escojo dice "I live in a large world" (Vivo en un mundo grande). Después, cada uno de ustedes tienen un turno en el cual repiten la oración y agregan una palabra descriptiva, por ejemplo, "I live in a large, green world" (Vivo en un mundo grande y verde). El estudiante que sigue en turno puede decir alguna cosa como "I live in a large, green, weird world" (Vivo en un mundo grande, verde y extrano).

El estudiante que se equivoca queda eliminado del juego.

EVALUATION

Pretest and Posttest

I. Tell the students to choose the word in parentheses that best completes the meaning of the sentence.

. *Escojan la palabra entre paréntesis más adecuada al sentido de la oración.*

1. I like *hot* popcorn. (hot, tall)
2. He likes *old* people. (old, deep)
3. We like *hot* days. (green, hot)
4. Xenobia likes *nice* parties. (tall, nice)
5. I like *my* pets. (my, green)
6. Diana likes *large* families. (fast, large)
7. You like *green* cars. (green, deep)
8. We like *deep* oceans. (hot, deep)
9. Ruth likes *green* grass. (green, fast)
10. I like *tall* trees. (warm, tall)
11. She likes *old* movies. ~~(old,~~ tall)
12. Rudy likes *large* ships. (hot, large)
13. They like *old* friends. (old, hot)
14. It likes *good* food. (good, old)
15. Gabriel likes *fast* jets. (fast, deep)
16. You like *my* ways. (warm, my)
17. Isaac likes *new* clothes. (deep, new)
18. We like *new* cars. (deep, new)
19. She likes *hot* food. (hot, tall)
20. I like *green* trees. (fast, green)

II. Ask the student to repeat after you any two of the following sentences. You may expect him to audibly articulate each of the final consonant sounds which are italicized in the sentences.

. *Repitan después de mí la oración que pronunciaré. Pronuncien con cuidado los sonidos finales de cada palabra.*

1. The wind comes with rain.
2. I own the canned milk.
3. The bond is mine.
4. The bone pained him.
5. Can the band do the stunt?
6. The ape is roped in.
7. He peeped at the map.
8. We ripped the cape.
9. He lopped off the rope.

10. We ra*pped* at the ripe melon.
11. The teacher a*sks* about my task.
12. He ri*sks* the heavy disc.
13. At dusk it whi*sks* through.
14. The hu*sks* cover the flask.
15. The mask has two tu*sks*.
16. The haunt often cha*nts* at night.
17. Ants cover the pla*nts*.
18. The mask was on top of several tu*sks*.
19. They rant at our stu*nts*.
20. Smell the sce*nts* of the plant.

III. Tell the student to choose any two words from the following group to complete the sentences logically. Sample answers are given below.

. *Escoge dos palabras de la lista para completar las siguientes oraciones.*

hot	pet	tree	ship	tall	jets
car	large	fast	new	strange	green
old	big	days	food	party	good
parties	ocean	movies	world	nice	different

1. We need a *big* *car*.
2. We want the *tall* *tree*.
3. We see a *strange* *ship*.
4. We like the *good* *food*.
5. We enjoy the *old* *movies*.
6. I need a *large* *pet*.
7. I want the *new* *world*.
8. I see a *green* *ocean*.
9. I like the *hot* *days*.
10. I enjoy the *different* *parties*.

NAME_____CLASS_____DATE_____

TEST

I. Choose the word in parentheses that best completes the meaning of the sentence.

. *Escoge la palabra entre paréntesis más adecuada al sentido de la oración.*

1. I like _____ popcorn. (hot, tall)
2. He likes _____ people. (old, deep)
3. We like _____ days. (green, hot)
4. Xenobia likes _____ parties. (tall, nice)
5. I like _____ pets. (my, green)
6. Diana likes _____families. (fast, large)
7. You like _____ cars. (green, deep)
8. We like _____ oceans. (hot, deep)
9. Ruth likes _____ grass. (green, fast)
10. I like _____ trees. (warm, tall)
11. She likes _____ movies. (old, tall)
12. Rudy likes _____ ships. (hot, large)
13. They like_____ friends. (old, hot)
14. It likes _____ food. (good, old)
15. Gabriel likes _____ jets. (fast, deep)
16. You like _____ ways. (warm, my)
17. Isaac likes _____ clothes. (deep, new)
18. We like _____ cars. (deep, new)
19. She likes _____ food. (hot, tall)
20. I like _____ trees. (fast, green)

II. Oral

III. Choose any two words from the following group to complete the sentences.

. *Escoge dos palabras de la lista para completar las siguientes oraciones.*

hot	pet	tree	ship	tall	jets
car	large	fast	new	strange	green
old	big	days	food	party	good
parties	ocean	movies	world	nice	different

1. We need a _____ _____.
2. We want the _____ _____.
3. We see a _____ _____.
4. We like the _____ _____.
5. We enjoy the _____ _____.
6. I need a _____ _____.
7. I want the _____ _____.
8. I see a _____ _____.
9. I like the _____ _____.
10. I enjoy the _____ _____.

Information for Mrs. Jones

CONCEPTS

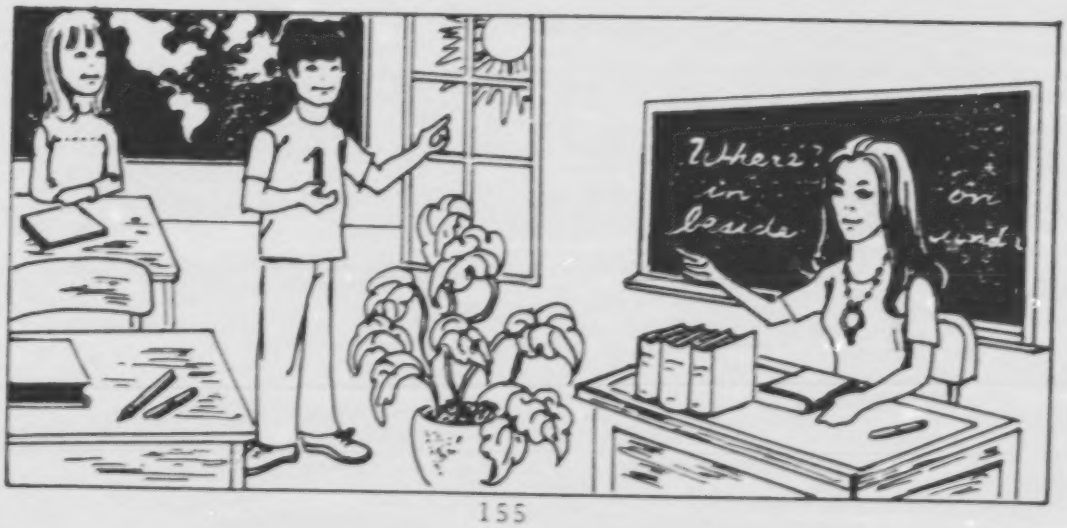
1. Address and phone number
2. /b/; /v/
3. *Where* interrogative

OBJECTIVES

1. Given specific instructions asking for his own address and phone number, the student will be able to correctly write his address and telephone number.
2. Given an oral list of paired words, the student will be able to differentiate between /b/ and /v/ with 70% accuracy.
3. Given a written list of nouns, the student will be able to construct *where* questions asking for locations of these persons or objects with 70% accuracy.

RESOURCES

None



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ACTIVITIES

Oral Practice

Ask the students to follow along in their books as you read aloud the Oral Practice paragraph. Then ask them to repeat after you sections of the paragraph, first with their books open, and then with them closed.

. *Voy a leer el párrafo y ustedes deben verlo con mucho cuidado en sus libros. Después lo voy a leer otra vez en secciones, y ustedes deben repetir después de mí. Finalmente, voy a leerlo y ustedes deben repetir sin ver los libros. ¡Vámonos!*

Mrs. Jones needs some information from the students for her records. "Where do you live, Roberto?" she asks.

"I live at 3278 Elm Street."

"Thank you," she replies, "and your telephone number?"

"841-7293," answers Roberto.

"Where does your father work, please?"

"He works in town. The phone number is 277-1004."

"Thank you, Roberto."

. *La señora Jones necesita alguna información para apuntar los datos personales de los estudiantes. -¿Dónde vives, Roberto?- pregunta ella.*

-Vivo en la calle Elm, número 3278.

-Gracias, responde la maestra, -¿y tu número de teléfono?

-841-7293, -contesta Roberto.

-¿Dónde trabaja tu papá, por favor?

-Trabaja aquí en el pueblo. El número de teléfono es 277-1004.

-Gracias, Roberto.

Written Exercise

Can you tell where you live? Complete the following sentence.

. *¿Puedes escribir tu dirección? Completa la siguiente oración.*

I live at _____

House Number Street

What is your phone number? Complete the following sentence.

. *¿Cuál es el número de tu teléfono? Completa la siguiente oración.*

My phone number is _ _ _ - _ _ _ _.

Oral Exercise

Ask the students to participate in a game in which they give their addresses and phone numbers. Explain that they must answer in complete sentences. Give an example or have students practice by making complete sentences orally. After students have sufficient proficiency, divide the class into teams. Both teams should begin simultaneously and each participant should state in two complete sentences his address and phone number. Select two scorekeepers, one for each team. The team with the highest number of correct responses wins.

. *Vamos a jugar un juego con dos partidos. Escuchen atentamente lo que deben hacer. Primero vamos a practicar como se dice la dirección y el número de su teléfono. Por ejemplo, yo diría,* "I live at 212 Pecan Street. My phone number is 843-7534." *Muy bien, ahora vamos a hacer dos partidos y a elegir dos*

alumnos para que anoten los tantos de cada estudiante. El partido que tenga más respuestas correctas gana.

Pronunciation

/b/; *b*ear /v/; *v*ery

The /b/ and /v/ sounds are identical in Spanish and may prove difficult for learners of oral English, particularly when used in the context of a sentence.

Oral Drill (A)

Explain to students the position of the lips in order to make the *b* sound. Pronounce slowly and clearly the following paired words and ask the students to repeat, first as a choral response and then individually. Change the order of the words so that words beginning with *v* come before those beginning with *b*.

. *Pongan mucha atención a los siguientes sonidos. Escuchen la diferencia entre /b/ y /v/, y después repitan.*

1. best - vest
2. bow - vow
3. ban - van
4. bat - vat
5. boat - vote
6. bent - vent
7. bile - vile
8. about - average
9. bine - vine
10. berry - very

Oral Drill (B)

Say the following sentences slowly and clearly. Ask the students to repeat each sentence after you. Then repeat the same sentences asking the students to raise their hands when they hear the /b/ sound.

. *Escuchen las siguientes frases. Levanten la mano cuando oigan el sonido /b/.*

1. Cut your meat in bites.
   They can meet if they are invited.

2. There is a ban on many books.
   There is a van full of vests.

3. I have a vat full of vultures.
   I have a bat of my brother's.

4. John bows to the girl.
   John vows to be true.

5. I have to vote.
   I have a boat.

Structure

> The WH word *where* is a direct translation of the Spanish *dónde* and is used in questions that require a place or location in the response.

Oral Drill

Read the following question, ask the students to repeat them after you, and then read the answer again, asking for repetition.

. *Repitan después de mí las siguientes preguntas y después den la respuesta.*

1. Where is the book?
   The book is on the desk.

2. Where is the pencil?
   The pencil is on the table.

3. Where is the paper?
   The paper is in the notebook.

4. Where are the children?
   The children are in school.

5. Where is your brother?
   My brother is on the playground.

Oral Exercise

Ask the first student a simple *where* question. Allow him to answer and then to ask his own *where* question of his neighbor. Continue around the classroom.

. *Te voy a hacer una pregunta con la palabra* where. *Tú me contestas como quieras y después haz una pregunta a tu vecino.*

1. Where is the paper?
2. Where are Pepe and Carlos?
3. Where is her brother?
4. Where is the ball?
5. Where is school?

Written Exercise

Ask the student to write on a separate sheet of paper *where* questions using the following words. Tell them to note that *is* is used with a singular subject and *are* is used with a plural subject.

. *En una hoja de papel, formen preguntas con* where *usando las siguientes palabras. Escojan con mucho cuidado entre los verbos* is *y* are.

Example: boy - Where is the boy?

1. the pencil
2. the books
3. Mary
4. your brother
5. the boys
6. Juan and Carlos
7. the paper
8. my mother
9. the children
10. the ball

NUMBERS

0	10	20	30
1	11	21	40
2	12	22	50
3	13	23	60
4	14	24	70
5	15	25	80
6	16	26	90
7	17	27	100
8	18	28	
9	19	29	

Write numbers at random on the chalkboard and ask students to identify them. Ask for choral responses first and then for individual responses.

. *Dígame qué número es.*

Reinforce the *where* question construction by using the numbers in responses which include addresses.

Oral and Written Exercise

Ask the first student, "Where do you live?" Allow him to respond by stating his home address and then by asking his neighbor the same question. Continue around the classroom until everyone has given his address. Ask each student to write his address on paper. Individual help may be necessary.

. *(Al primer estudiante)*

Vamos a aprender nuestras direcciónes. Te voy a preguntar "Where do you live?" *"¿Dónde vives tú?" Tú contesta con tu dirección completa y después pregunta a tu vecina,* "Where do you live?"

. *Ahora les voy a ayudar a escribir su dirección. Escriban los números primero y después el nombre de la calle.*

Now do the same type of drill as with the addresses, but ask for telephone numbers.

. *Ahora, vamos a hacer lo mismo con sus números de teléfono.*

. *Escriban sus números de teléfono.*

Oral Exercise

Ask students these questions. (Accept appropriate answers.)

. *Les voy a hacer unas preguntas.*

1. Where do you live?
2. Where does your friend live?
3. Where is your school?
4. What is your telephone number?
5. What is your friend's telephone number?
6. What is the address of your doctor?
7. What is your doctor's telephone number?
8. Where does your father work?
9. What is your church?
10. What is your address?

ADDITIONAL ACTIVITIES

WHERE IS IT?

Have one student leave the room. Place a familiar object in an unusual place in the classroom. For example place a ball in a wastebasket. Be sure that all students remaining in the classroom see the object and know where it is located.

Then the "guesser" enters the room and begins to ask individual students, "Where is the ball?" The student may reply with any answer but it must be a true statement. However, it need not be specific. The purpose of the game is for the students to give as many replies as possible without revealing the exact location of the hidden object. The student who can think of no location other than the actual one must reply, "The ball is in the wastebasket", and then he becomes the "guesser". The game may begin somehwat like the example given below.

Guesser:	"Where is the ball?"
1st student:	"It's in Forth Worth."
Guesser:	"Where is the ball?"
2nd student:	"It's in the school."
Guesser:	"Where is the ball?"
3rd student:	"It's in the classroom."

¿DONDE ESTA?

- *Vamos a jugar un juego. Voy a mandar a un muchacho afuera por un momento. Nosotros vamos a escoger una cosa de la clase y lo esconderemos en un sitio donde no debe estar. Cuando vuelva el adivinador, él va a preguntar* "Where is _____?" *(tal cosa) a cada uno de ustedes. Le pueden contestar como quiera, pero tiene que ser una respuesta verídica y sin decirle específicamente donde está el objeto. Por ejemplo, si escondemos la pelota en la cesta de basura, y el adivinador pregunta* "Where is the ball?" *debe contestar* "The ball is in Fort Worth," *o* "The ball is in the school," *o* "The ball is in the classroom." *Cuando al fin alguien no puede pensar en más respuestas, ésta persona tiene que decirle donde está el objeto y le toca salir de la clase para ser el adivinador.*

Ask the students *where* questions about objects pictured in Figure 1.

- *Vamos a ver donde están unas cosas que se encuentran en el salón.*

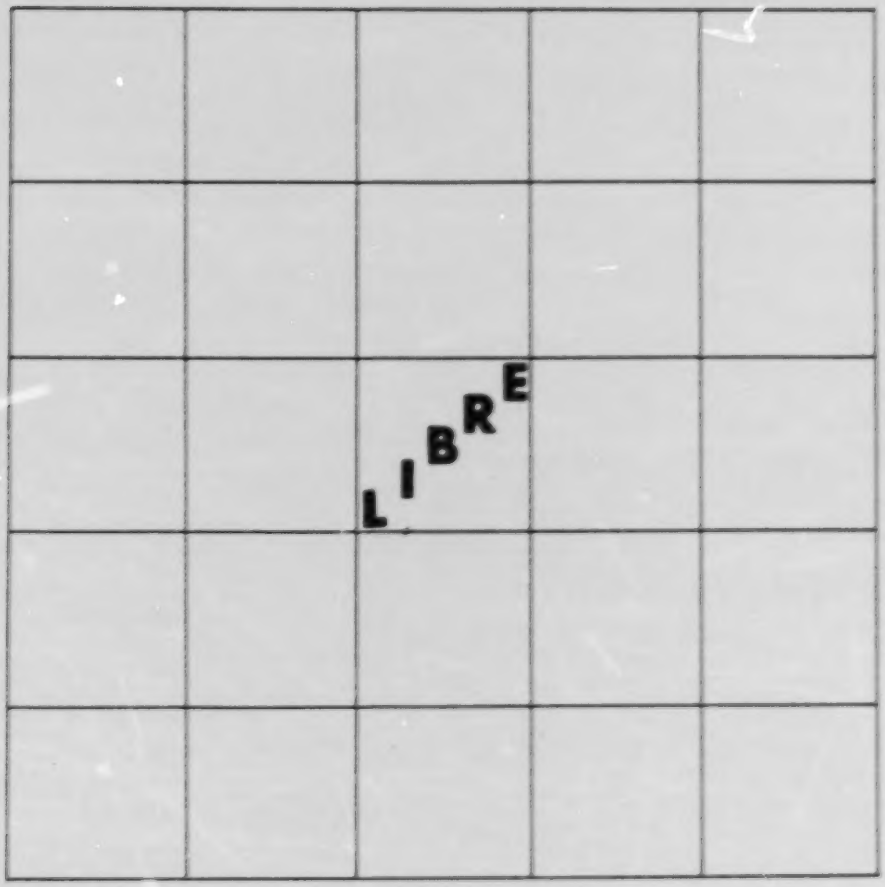
BINGO

Duplicate for each student the bingo card on the next page for an activity related to number study. Let the students fill in their cards with numbers of their choice. Explain carefully and demonstrate on the chalkboard that only numbers between 1 and 20 should be used under B, between 21 and 40 under I, 41-40 under N, 61-80 under C, and 81-100 under 0. Pass out beans for markers and begin the game. Remember to pronounce the letter and numbers clearly and slowly several times.

. *Ahora vamos a jugar Bingo. Escriban un número entre 1 y 20 en cada cuadrito de la columna B, entre 21 y 40 en la columna I, entre 41 y 60 en la columna N, entre 61 y 80 en la columna G, y entre 81 y 100 en la columna O.*

NAME _____ CLASS _____ DATE _____

B I N G O



EVALUATION

Pretest and Posttest

Give oral instructions for each part of the test as follows.

I. Write your correct address and telephone number. (Accept correct answers.)

. *Escriban su dirección y número de teléfono.*

II. You will hear ten sets of words. Write the beginning sound for each word.

Example: vote - boat

You should write: v b

. *Escucha atentamente estos diez pares de palabras y escribe en tu papel la primera letra de cada palabra.*

Ejemplo: "vote - boat"

Debes escribir: v b

1.	bow - vow	b	v	6.	very - berry	v	b
2.	vest - best	v	b	7.	vile - bile	v	b
3.	bat - vat	b	v	8.	bought - vault	b	v
4.	bent - vent	b	v	9.	veil - bell	v	b
5.	vine - bine	v	b	10.	ban - van	b	v

III. Write answers to the following questions.

. *Contesta las siguientes preguntas.*

1. Where are the students?

_____

2. Where is the book?

_____

3. Where is the school?

_____

IV. Write *where* questions using the following words.

Number 1 has been completed for you.

. *Escribe preguntas con* where *usando las siguientes palabras. El número 1 ya está hecho.*

1. ruler - Where is the ruler?
2. boy *Where is the boy?*
3. girls *Where are the girls?*
4. teacher *Where is the teacher?*
5. children *Where are the children?*
6. pen *Where is the pen?*
7. pencils *Where are the pencils?*
8. students *Where are the students?*
9. desk *Where is the desk?*
10. book *Where is the book?*
11. tables *Where are the tables?*

NAME_____CLASS_____DATE_____

TEST

I. Write your correct address and telephone number.

. *Escribe tu dirección y número de teléfono.*

II. You will hear ten sets of words. Write the beginning sound for each word.

Example: vote - boat

You should write: v b

. *Escucha atentamente a estos diez pares de palabras y escribe en tu papel la primera letra de cada palabra.*

Ejemplo: "vote - boat"

Debes escribir: *v b*

1. __ __
2. __ __
3. __ __
4. __ __
5. __ __
6. __ __
7. __ __
8. __ __
9. __ __
10. __ __

III. Answer the following questions.

. *Contesta las siguientes palabras.*

1. Where are the students?

_____

2. Where is the book?

_____

3. Where is the school?

_____

IV. Write *where* questions using the following words.

Number 1 has been completed for you.

. *Escribe preguntas con* where *usando las siguientes palabras. El número 1 ya está hecho.*

1. rule Where is the ruler?
2. boy _____
3. girls _____
4. teacher _____
5. children _____
6. pen _____
7. pencils _____
8. students _____
9. desk _____
10. book _____
11. tables _____

What do you do ?

CONCEPTS

1. Yes/No responses
2. /u/
3. *Do* as an auxiliary

OBJECTIVES

1. Given five written *do* and *does* questions, the student will be able to write a correct answer in either the affirmative or the negative in at least three.
2. Given ten sets of words the student will be able to identify in at least eight sets which word contains /u/.
3. Given five written sentences requiring either *do* or *does*, the student will be able to fill in the blank correctly in at least three.

RESOURCES

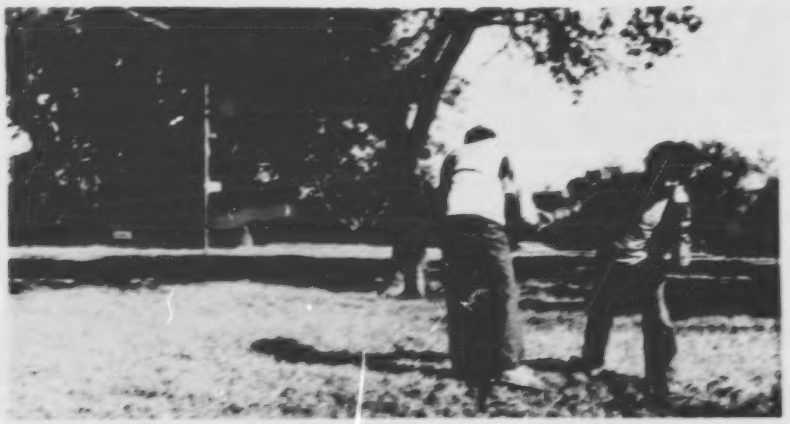
None

ACTIVITIES

Oral Practice

Read the poem, using pictures or drawings to convey meaning. Stress intonation of question patterns. Then ask the students to repeat after you each line of the poem.

. *Escuchen el poema para ver si lo entienden. También pongan atención a la entonación que se usa para las preguntas. Después vamos a repetirlo línea por línea.*



Do you buy?	*¿Compras?*
Do you sell?	*¿Vendes?*
Do you have a story to tell?	*¿Tienes una historia que decir?*
Does Jack work?	*¿Trabaja Juanito?*
Does Jack play?	*¿Juega Juanito?*
Does he have anything to say?	*¿Tiene él algo que decir?*
Do we study?	*¿Estudiamos?*
Do we learn?	*¿Aprendemos?*
That is our main concern.	*Ese es nuestro interés principal.*

Oral Exercise (A)

Stimulate free conversation by elaborating on the questions in the poem.

Several examples follow. This teacher-led activity should allow the student as much self-expression as possible.

. *Vamos a hablar entre nosotros.*

1. Do you buy bread at the store?
2. Does your father sell cards?
3. Do you have a story to tell?
4. Does your brother work after school?
5. Do you play on the playground?
6. Do you have anything to say?
7. Do we study very much?
8. Do we learn English in this class.

Oral Exercise (B)

Have students read the following questions. Explain the examples.

. *Vamos a leer las preguntas que están a continuación. Fíjense en los ejemplos. Observen que las respuestas son cortas y emplean las palabras* "do" *y* "does".

	QUESTION	SHORT ANSWER
Examples:	Do you live in the United States?	Yes, I do.
Ejemplos:	Do you speak many languages?	No, I do not.
	Does your friend walk to school with you?	Yes, she does.
	Does she drive a car?	No, she does not.
1.	Do you like music?	Yes (no), I do (do not).
2.	Do you have a record player?	Yes (no), I do (do not).
3.	Do you play it every day?	Yes (no), I do (do not).

4.	Do you have many favorite records?	Yes (No), I do (do not).
5.	Do you trade records?	Yes (No), I do (do not).
6.	Does your friend like music?	Yes (No), she does (does not).
7.	Does she have a record player?	Yes (No), she does (does not.)
8.	Does she play it every day?	Yes (No), she does (does not).
9.	Does she have many favorite records?	Yes (No), she does (does not).
10.	Does she trade her records?	Yes (No), she does (does not).

Oral Exercise (C)

Ask students to study each example and to notice each short answer. Ask them to give a short answer for each question.

. *Estudien cada ejemplo. Fíjense en cada respuesta corta. Contesten cada pregunta con una respuesta corta.*

Examples:	Does *Julia* like English?	Yes, *she* does.
Ejemplos:	Does *Marcos* speak German?	No, *he* does not.
1.	Does *Helen* study every day?	Yes (no), she does (not).
2.	Does *Marta* like old movies?	Yes (No), she does (not).
3.	Does *your brother* want a new car?	Yes (No), he does (not).
4.	Does *your sister* like strange places?	Yes (No), she does (not).
5.	Does *the teacher* like our work?	Yes (No), she does (not).
6.	Does *Jack* play basketball?	Yes (No), he does (not).

7.	Does *your father* work at a store?	Yes (No), he does (not).
8.	Does *your mother* work at home?	Yes (No), she does (not).
9.	Does *Roberto* know math?	Yes (No), he does (not).
10.	Does *your brother* live here?	Yes (No), he does (not).

Pronunciation

The /u/ sound as in *but, luck, hug* does not occur in the Spanish language and may prove difficult for the Spanish speaker.

Oral Drill

Pronounce the following paired words, asking students to repeat them after you. Then repeat the pairs, asking students to raise their hands when they hear the /u/.

. *Escuchen las siguientes palabras que contienen el sonido /u/ y repitan después de mí. Pongan mucha atención al sonido /u/ y pronuncien con mucho cuidado. Después, las voy a pronunciar de nuevo y ustedes deben levantar la mano cuando oyen el sonido /u/.*

1. done - Don
2. hug - hog
3. jug - jog
4. duck - dock
5. luck - lock
6. stuck - stock
7. cup - cop
8. pup - pop
9. shut - shot
10. putt - put
11. tug - tog
12. smug - smog
13. rub - rob
14. buck - bock
15. nut - not
16. rut - rot
17. dull - doll
18. none - non
19. come - calm
20. bug - bog

Written Exercise

Pronounce each set of words only twice. Ask students to write 1, 2, or 3 on their papers to indicate which word contains the /u/.

. *Voy a leer unos grupos de palabras. Escuchen bien y al oír el sonido /u/ como en "luck", "hug", "done", escriban un 1, 2, o 3 en su papel para indicar cuál palabra contiene este sonido. Ejemplo: bug, bog, bag. Deben escribir 1.*

1. Don - done - Dan 2
2. dock - dark - duck 3
3. stock - stake - stuck 3
4. pup - pop - poop 1
5. loath - love - laugh 2
6. pot - putt - put 2
7. cop - cap - cup 3
8. luck - lock - lake 1
9. cot - cut - coot 2
10. buck - book - bock 1

Pronounce each sentence at normal speed only twice. Ask students to write on paper a numberal 1 or 2 to show which sentence contains the /u/.

. *Voy a leer dos oraciones muy parecidas, solamente una contiene el sonido /u/ como en "luck", "love", "sun." Al oír este sonido, escriban un 1 si aparece en la primera oración, y un 2 si aparece en la segunda. Usen su papel.*

Ejemplo: I play the piano. I play my piano. Deben escribir 1.

1. You are *lucky*! You are lazy! ___1___
2. *Does* Juan work? Do you work? ___1___
3. This is my pen. This is *a* pen. ___2___
4. Will he go soon? Will he *come* now? ___2___
5. *The cup* is here. This cap is hers. ___1___

Structure

> The auxiliary verbs *do* and *does* are not present in the Spanish language. In English, these auxiliaries are required in some interrogative and negative statements. They are also used for emphasis in positive statements.

Oral Exercise (A)

Pronounce the following questions and answers. Point out to the students that *do* and *does* must be used in the questions and negative responses in the exercise. Also point out that *do* is used with all persons except *he*, *she*, and *it*, which require *does*. Now, pronounce the questions and answers again and ask the students to repeat each one.

. *Escuchen las siguientes preguntas y sus respuestas y repitan después de mí. Deben darse cuenta de las palabras* "do" *y* "does" *que aparecen en las preguntas y en las respuestas negativas, pero no en las respuestas afirmativas. Deben usar* "do" *con* "I", "you", "we" *y* "does" *con* "she", "he", *y* "it".

1. Do you know him?
   Yes, I know him.

2. Do you play the piano?
   Yes, I play the piano.

3. Do you live here?
   No, I do not live here.

4. Does he work in town?
   No, he does not work in town.

5. Does she live in Dallas?
   No, she does not live in Dallas.

6. Does she play the guitar?
   No, she does not play the guitar.

7. Do María and José sell flowers?
   No, they do not sell flowers.

8. Do I live in Texas?
   Yes, you live in Texas.

9. Do you and Juan buy old books?
   No, we do not buy old books.

10. Does Rosita play baseball?
    No, she does not play baseball.

I		
You		
We	do	
They		don't
He		
She	does	
		doesn't

Oral Exercise (B)

Repeat the preceding questions. This time ask the students for free short responses. Use a chain drill to allow students to construct their own questions and short answers. Ask students to notice that *does not* and *do not* may be shortened to *doesn't* and *don't*.

. *Ahora, les voy a preguntar algunas de las preguntas anteriores. Uds. deben contestar con respuestas cortas. Acuérdense que tienen que decir la verdad. Después, quiero que Uds. hagan una pregunta a su vecino, uno por uno. Vamos a empezar.*

Examples: Do you like to play football?
Ejemplos: Yes I do. (No, I don't)

Does Ricardo live in San Antonio?
No, he does not. (Yes, he does.)

Oral Exercise (C)

Read or ask students to read the following sentences. Ask them to change each sentence to a question and to begin each question with *Do* or *Does*. Have students discover that the main verb does not require an *s* if *does* occurs in the sentence.

. *Escuchen mientras leemos las oraciones que están a continuación. Quiero que conviertan cada oración a una pregunta. Fíjense en los ejemplos. Deben principiar cada pregunta con* "Do" *o* "Does" *y notar que cuando se emplea* "Does" *el verbo no termina en* s.

Examples: You like to study.
Do you like to study?

Guillermo works.
Does Guillermo *work*?

1. Mary eats breakfast at seven. (*Does Mary eat breakfast at seven?*)

2. She goes to school at eight. (*Does she go to school at eight?*)

3. The students go home for lunch at twelve. (*Do the students go home for lunch at twelve?*)

4. They eat lunch at 12:30. (*Do they eat lunch at 12:30?*)

5. Aurelio and Elena like to read. (*Do Aurelio and Elena like to read?*)

6. Antonio enjoys his motorcycle. (*Does Antonio enjoy his motorcycle?*)

7. You and I like to study. (*Do you and I like to study?*)

8. We have many friend. (*Do we have many friends?*)

9. Hilda plays the guitar. (*Does Hilda play the guitar?*)

10. The students enjoy her songs. (*Do the students enjoy her songs?*)

Written Exercise

Read the following sentences aloud and ask the students to fill in the blanks with the correct form of *do* or *does*. Ask them to write each completed sentence on their papers.

. *Elijan la palabra apropiada* "do" *o* "does" *para completar cada oración. Escriban las oraciones en su papel.*

1. *Does* Jane buy her lunch?
2. *Do* Carlos and Manuel play baseball?
3. My mother *does* not work in an office.
4. *Do* you live in El Paso?
5. Pablo and Eduardo *do* not live here.
6. I *do* not play the piano.
7. *Does* José work in town?
8. *Does* the plant need water?
9. The students *do* not come early.
10. This is my book. It *does* not have my name in it.

ADDITIONAL ACTIVITY

Animal Game

On slips of paper write the names of well-known animals. Ask one student to be IT and draw the name of an animal. He then must answer questions asked by his classmates until they determine which animal he is. All questions must be in the form: "Do you _____?" which can be answered with *yes* or *no*, for example, "Do you live in the zoo?" "Do you eat meat?" "Do you have long ears?" For variety, the questions may be asked in the third person: "Does it_____?"

The students who guesses the animal becomes IT and gets to draw the name of another animal.

. *Jugando a los animales*

Vamos a jugar un juego. Un estudiante va a escoger el nombre de un animal que está escrito en unos papelitos. Después, Uds. van a preguntar cualquier cosa para adivinar cuál animal es. Las preguntas deben ser de la forma: "Do you_____?" *y deben requerir una respuesta de* yes *o* no. *Por ejemplo:* "Do you live in the zoo?" *(¿Vive Ud. en el jardín zoológico?)* "Do you eat meat?" *(¿Come Ud. carne?)* "Do you have long ears?" *(¿Tiene Ud. las orejas largas?).*

Vamos a empezar. El estudiante que adivina el animal puedes escoger el nombre de otro, y seguimos.

EVALUATION

Pretest and Posttest

I. Have students answer each question with a short answer using *yes* or *no* at the beginning of each answer and using the words *do* or *does* in each response. Remind them to punctuate correctly.

. *Contesten cada pregunta con una respuesta corta. Deben principiar cada respuesta con* yes *o* no. *Usen* do *o* does *en cada respuesta. Acuérdense de usar los signos de puntuación adecuados.*

1. Do you live in Alaska?

   No, I do not.

2. Does the teacher speak Japanese?

   No, she does not.

3. Do you study?

   Yes, I do.

4. Does the President live in the White House?

   Yes, he does.

5. Do you play baseball?

   Yes, I do./No, I do not.

II. Pronounce each set of words only twice. Instruct students to indicate the word containing the sound /u/ by writing 1, 2, or 3.

. *Voy a leer unos grupos de palabras. Escuchen bien y al oír el sonido /u/ como en* luck, hug, done *escriban 1, 2, o 3 para indicar cuál palabra contiene este sonido. Ejemplo:* bug, bog, bag. *Deben escribir 1.*

1. Don - *done* - Dan	2	6. pot - *putt* - put	2
2. dock - dark - *duck*	3	7. cop - cap - *cup*	3
3. stock - stake - *stuck*	3	8. *luck* - lock - lake	1
4. *pup* - pop - poop	1	9. cot - *cut* - coot	2
5. loath - *love* - laugh	2	10. *buck* - book - bock	1

III. Ask students to fill in the blanks appropriately, using either *do* or *does*.

. *Coloca la palabra* do *o* does *según requiera la oración.*

1. ___*Do*___ Juan and Pablo live here?
2. I ___*do*___ not play the guitar.
3. ___*Does*___ your mother work in an office?
4. The students ___*do*___ not study.
5. José ___*does*___ not work in town.

GLOSSARY

Baseball	- béisbol
Buy	- comprar
Car	- coche, carro, automóvil
Flowers	- flores
Guitar	- guitarra
Know	- saber, conocer
Learn	- aprender
Lunch	- almuerzo
Office	- oficina
Piano	- piano
Plant	- mata, planta
Play	- jugar, tocar
Sell	- vender
Store	- tienda
Study	- estudiar
Water	- agua
Work	- trabajar

NAME_____CLASS_____DATE_____

TEST

I. Answer each question with a short answer. Begin each answer with *Yes* or *No*. Use *do* or *does* in each answer. Watch your punctuation.

. *Contesta cada pregunta con una respuesta corta. principia cada respuesta con las palabras* "Yes" *o* "No". *Emplea las palabras* "do" *o* "does" *en cada respuesta. Acuérdate de usar los signos de puntuación apropiados.*

1. Do you live in Alaska?

2. Does the teacher speak Japanese?

3. Do you study?

4. Does the President live in the White House?

5. Do you play baseball?

II. Listen to each set of words as your teacher pronounces them. Each set will contain one word with the /u/ sound found in *love*, *cup*, and *done*. Write a 1, 2, or 3 for whichever word contains this sound.

. *Escucha los grupos de palabras mientras que el maestro los lee. Al oír el sonido como en* "love", "cup" *y* "done", *escribe un 1, 2 o 3 para indicar cuál palabra contiene este sonido.*

1. 5. 9.

2. 6. 10.

3. 7.

4. 8.

III. Fill in the blanks appropriately, using either *do* or *does*.

. *Coloca la palabra* "do" *o* "does", *según requiera la oración.*

1. _____Juan and Pablo live here?
2. I _____ not play the guitar.
3. _____your mother work in an office?
4. The students _____not study.
5. José _____not work in town.

A new friend

CONCEPTS

1. Subject pronouns
2. /r/
3. Pronouns/noun substitutes

OBJECTIVES

1. Given ten sentences with subjects missing, the student will be able to choose the correct subject pronouns with 80% accuracy.
2. Given short oral sentences containing r sounds, the student will be able to repeat two sentences, reproducing the English sound /r/ to the teacher's satisfaction.
3. Given ten sentences containing nouns in the subject position, the student will be able to substitute the correct subject pronoun in each sentence with 70% accuracy.

RESOURCES

None

ACTIVITIES

Oral Practice

Repeat the dialogue several times, asking the students to listen and then repeat.

. *Voy a leer el diálogo varias veces. Escuchen y repitan.*

CARLA: DO YOU KNOW CARLOS ORTEGA?

ROSITA: YES, I LIKE HIM. HIS SISTER WORKS IN MY FATHER'S STORE.

CARLA: OH, I KNOW HER, TOO. HER NAME IS BARBARA. SHE PLAYS THE PIANO AT MY CHURCH. DOES SHE LIKE HER JOB AT THE STORE?

ROSITA: YES. SHE HELPS MY FATHER VERY MUCH. SHE SELLS CERAMICS AND GREETING CARDS. MY FATHER WANTS US TO BECOME GOOD FRIENDS.

CARLA: WELL, HER BROTHER CARLOS CAN BE MY FRIEND ANY TIME. HE IS CO CUTE.

. *CARLA: ¿CONOCES A CARLOS ORTEGA?*

ROSITA: SÍ, ME GUSTA MUCHO. SU HERMANA TRABAJA EN LA TIENDA DE MI PAPÁ.

CARLA: OH, YO TAMBIÉN LA CONOZCO A ELLA. SE LLAMA BÁRBARA Y TOCA EL PIANO EN LA IGLESIA. ¿LE GUSTA EL TRABAJO EN LA TIENDA DE TU PAPÁ?

ROSITA: SI, ELLA AYUDA MUCHO A MI PAPÁ. VENDE CERÁMICAS Y TARJETAS. MY PAPÁ QUIERE QUE LLEGUEMOS A SER BUENAS AMIGAS.

CARLA: PUES, SU HERMANO CARLOS PUEDE SER <u>MI</u> AMIGO CUANDO QUIERA. ES MUY GUAPO.

Oral Exercise (A)

Assign the roles of Carla and Rosita to individual students and ask them to practice the dialogue together and then to present it to the class.

- *Ahora voy a escoger unos estudiantes para presentar el diálogo a la clase. Pueden practicar juntos durante unos minutos y después empezamos.*

Oral Exercise (B)

Ask the following questions orally to stimulate free conversation about the dialogue.

- *Contesten estas preguntas sobre el diálogo.*

1. Who is talking in the dialogue? What are the two girls' names? (Carla and Rosita)
2. Whom are they talking about? (Carlos Ortega)
3. Where does Barbara work? (In a store)
4. What does Barbara sell in the store? (Ceramics and greeting cards)
5. Does Carlos play the piano? (No)
6. Who plays the piano? Where? (Barbara; at Carlo's church)
7. Who wants Rosita to become good friends with Barbara? Why? (Rosita; her father wants them to be friends)
8. Whom does Carla want to know better? Why? (Carlos; because he is cute)

Oral Exercise (C)

Explain to students that words such as *I, you, he, she, it, we,* and *they* are subject pronouns. Read or ask students to read the dialogue. Ask them to identify each subject pronoun. List the pronouns on the chalkboard. (Subject pronouns are underlined in the dialogue.)

. *Vamos a leer el diálogo una oración a la vez. Uds. deben hallar los pronombres que funcionan como sujetos en cada oración y yo los escribiré en el pizarrón. Los pronombres que funcionan como sujetos son "I, you, he, she, it, we, you, y they". Ahora, vamos a ver si pueden decirme cuales palabras en cada oración son pronombres.*

Pronunciation

> The English sound /r/ is different from the Spanish sound /r/.

Oral Drill (A)

Pronounce the following words, asking students to repeat them. Remind them to pay special attention to the sound /r/.

. *Pronuncien las siguientes palabras después de mí. Fíjense bien en la pronunciación del sonido /r/.*

ride	rope	red
rise	rot	reap
road	run	rent
rows	rump	rhyme
reed	rust	rip
rid	ramp	rich
risen	rain	rock
reel	rash	room

Oral Drill (B)

Pronounce the following words, asking students to repeat them.

. *Pronúncien las siguientes palabras después de mí.*

bride	brain	bruise	frown
price	crash	graze	freak
broad	bread	tray	train
creed	creep	breeze	grow
prison	pretty	truck	great
crop	broom	from	draw
prune	crow	tree	prince
cramp	pride	friend	drain

Oral Drill (C)

Tell students that a double *r* in English is pronounced the same as a single *r*. Pronounce the following words and have the students repeat them.

. *En inglés la rr se pronuncia igual a la r. Fíjense en la pronunciación de las siguientes palabras.*

tomorrow	correct	starry
carry	marry	berry
arrow	sorrow	Larry
error	terror	horrible
horror	Jerry	carrier
borrow	narrow	merry
worry	hurry	porridge
sorry	arrive	errand

The following tongue twister is good practice for the students in the English sound /r/. Use the picture to convey meaning.

. .*Vamos a repetir el trabalenguas para practicar el sonido /r/.*

'Round the rugged rock the ragged rascal ran.

Oral Drill (D)

Say the following sentences aloud and ask the students to repeat them. Begin with choral responses and then ask for individual responses.

. *Voy a leer algunas oraciones que contienen el sonido /r/. Todos deben repetir después de mí y luego uno por uno.*

1. I'm very sorry.
2. I will hurry.
3. Do you read the story?
4. Where is your brother?
5. My friend is ready.
6. I work in America.
7. Don't worry, Mary.
8. Is this the correct answer?
9. Marie is a pretty girl.
10. The green glass is broken.
11. The first ride is free.
12. Roger arrives at four.

Structure

Pronouns are words which are used in place of nouns. The pronouns *I, you, he, she, it, we, you,* and *they* function as subjects of sentences and usually come at the beginning of the sentence.

. *Los pronombres son palabras que toman el lugar de sus - tantivos. Los pronombres* I, you, he, she, it, we, you, *y* they *funcionan como sujetos de oraciones y casi siempre principian la oración.*

Examples: *John and Joe* like football.

subjects

They like football.

subject pronoun

Mother and I like to go shopping.

subjects

We like to go shopping.

subject pronoun.

Oral Exercise (A)

Explain to the students that a pronoun is a word used in place of a noun. Also explain that the subject pronouns are *I, you, he, she, it, we, you* and *they*. Read or ask the students to read the dialogue. Ask them to identify the subject pronouns. List them on the chalkboard. Ask the students to make original sentences using the pronouns listed.

. *En esta lección vamos a estudiar los pronombres. Los pronombres son palabras que substituyen a los nombres o sustantivos. Tales palabras como* I, you, he, she, it, we, you, *y* they *son pronombres que funcionan como sujetos. En el diálogo hay varios pronombres. Quiero que identifiquen aquellos que funcionan como sujetos. Yo los escribiré en el pizarrón y después les pediré que hagan oraciones con ellos.*

Oral Exercise (B)

Read or ask students to read each pair of sentences. Have them select the subject pronoun in the second sentences of each pair.

. *Vamos a leer las oraciones siguientes. Elijan la palabra que sirve de sujeto y que es pronombre en la segunda oración de cada par.*

1. The lifeguard saved the swimmers.
   He saved the swimmers.
2. John will play in the band.
   He will play in the band.
3. Grandmother and Grandfather telephoned us yesterday.
   They telephoned us yesterday.
4. My sister and I will paint the room.
   We will paint the room.
5. Marta will visit us soon.
   She will visit us soon.
6. The movie was the best this year.
   It was the best this year.

7. Judy and I enjoyed the movie.

We enjoyed the movie.

8. The game was very exciting.

It was very exciting.

Written Exercise

Have the students use a subject pronoun in place of the italicized words. Ask them to write each complete sentence on their papers.

. *Vamos a leer las oraciones que se encuentran a continuación. Substituyan un pronombre por las palabras en letra itálica. Escriban cada oración en su papel.*

1. *John and Mary* see Susan every day.

They see Susan every day.

2. *You and Elena* also see her.

You also see her.

3. *Peter, James, and José* are going on a trip.

They are going on a trip.

4. *Ana and I* will join them.

We will join them.

5. *Ana* cannot drive a car.

She cannot drive a car.

6. *José* can drive very well.

He can drive very well.

7. *The car* is new and large.

It is new and large.

8. *Our friends* want to go also.

They want to go also.

9. *Mr. Grant* will not go.

He will not go.

10. *Mrs. Grant* will go with us.

She will go with us.

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EVALUATION

Pretest and Posttest

I. Have the students read each sentence. Ask them to write in the correct subject pronoun for each sentence.

. *Lean cada oración con cuidado. Escriban el pronombre más adecuado en el espacio en blanco.*

1. *He* is Barbara's brother and his name is Carlos Ortega.
(He, She, You)

2. *He* is a very nice boy.
(Him, She, He)

3. *We*, Carla and I, like him very much.
(We, She, It)

4. *He* plays his guitar.
(He, You, They)

5. *She* is Carlos' sister and she plays the piano at church and at school. (He, She, They)

6. *They*, both Carlos and Barbara, are very talented.
(We, I, They)

7. *They* help their father, who owns a store.
(They, He, She)

8. *It* is an interesting place to visit.
(I, We, It)

9. *I* like to take my time to look around when I visit the store. (She, I, He)

10. *We* like to spend our time helping Mr. Ortega in the store after school.
(We, He, She)

II. Use the following sentences at random to test for correct pronunciation of the English sound /r/. Ask the students individually to repeat any two of the following sentences.

. *Vamos a practicar el sonido /r/ como en "very". Cada estudiante debe repetir después de mí dos de las siguientes oraciones.*

1. Don't worry, Mary.
2. Are you ready, Robert?
3. Robert arrives early.
4. I run rapidly every day.
5. Carla is very pretty.
6. I'm very sorry, Mary.
7. Hurry to the store, Harry.
8. Robert works hard.
9. Read the story rapidly.
10. The girl has a green dress.

III. Ask individual students to read the following sentences and to substitute the correct subject pronouns for the italicized words in each sentence. Have them note the example and write the sentences on their papers.

. *Escuchen mientras leemos las siguientes oraciones. Escriban un pronombre adecuado a las palabras en letra itálica en cada oración. Fíjense en el ejemplo y escriban todas las oraciones en su papel.*

Example: *John* sees me.

Ejemplo: He sees me.

1. *Mr. Ortega and Carlos* work in the store.

   They work in the store.

2. *Carlos and Barbara* work after school.

   They work after school.

3. *Mr. Ortega* teaches Rosita art at his store.

   He teaches Rosita art at his store.

4. *Rosita* paints well.

   She paints well.

5. *Rosita and I* plan to display our paintings.

   We plan to display our paintings.

6. *Mrs. Ortega* plays the violin.

   She plays the violin.

7. *Barbara and I* like to hear her play.

   We like to hear her play.

8. *La Golondrina* is one of her favorite pieces.

   It is one of her favorite pieces.

9. *Mrs. Ortega* often plays songs she learned as a child.

   She often plays songs she learned as a child.

10. *Mr. Ortega* says his store has much more than ceramics and cards to offer.

    He says his store has much more than ceramics and cards to offer.

NAME_____ CLASS_____ DATE_____

TEST

I. Read each sentence carefully. Write in the pronoun needed to complete each sentence.

. *Lee cada oración con cuidado. Escribe el pronombre apropiado en el espacio en blanco.*

1. _____ is Barbara's brother and his name is Carlos Ortega.
   (He, She, You)
2. _____ is a very nice boy.
   (Him, She, He)
3. _____, Carla and I, like him very much.
   (We, She, It)
4. _____ plays his guitar.
   (He, You, They)
5. _____ is Carlos' sister and she plays the piano at church and at school.
   (He, She, They)
6. _____, both Carlos and Barbara, are very talented.
   (We, I, They)
7. _____ help their father, who owns a store.
   (They, He, She)
8. _____ is an interesting place to visit.
   (I, We, It)

9. _____ like to take my time to look around when I visit the store.

(She, I, He)

10. _____ like to spend our time helping Mr. Ortega in the store after school.

(We, He, She)

II. Pronounce carefully after your teacher two oral sentences containing the English sound /r/ as in *very*.

. *Pronuncia con mucho cuidado despuês del maestro dos oraciones que contienen el sonido /r/ como en* "very".

III. Read each sentence carefully. Substitute the correct subject pronoun for the italicized words in each sentence. Rewrite each of the sentences that follow.

. *Lee cada oración con cuidado. Reemplaza las palabras en letra itálica con el pronombre apropiado.*

Example: *John* sees me.

Ejemplo: He sees me.

1. *Mr. Ortega and Carlos* work in the store.

_____

2. *Carlos and Barbara* work after school.

_____

3. *Mr. Ortega* teaches Rosita art at his store.

_____

4. *Rosita* paints well.

_____

5. *Rosita and I* plan to display our paintings.

_____

6. *Mrs. Ortega* plays the violin.

_____

7. *Barbara and I* like to hear her play.

_____

8. *La Golondrina* is one of her favorite pieces.

_____

9. *Mrs. Ortega* often plays songs she learned as a child.

_____

10. *Mr. Ortega* says his store has much more than ceramics and cards to offer.

_____

_____

The class presents a program

CONCEPTS

1. School activities
2. /ng/
3. Object pronouns

OBJECTIVES

1. Given ten oral statements based on the dialogue, the student will be able to answer "yes" or "no" in writing with 70% accuracy.
2. Given orally five sets of words, the student will be able to differentiate between /ng/ and /n/ with 100% accuracy.
3. Given ten sentences containing nouns in the object position the student will be able to substitute the correct object pronoun with 70% accuracy.

RESOURCES

None

ACTIVITIES

Oral Practice

Repeat the dialogue several times, asking the students to listen and then repeat.

. *Voy a leer el diálogo varias veces. Escuchen y repitan.*

THE CLASS PRESENTS A PROGRAM

RUDY: HI, MARIO. WHAT IS YOUR CLASS GOING TO DO IN THE PROGRAM FRIDAY?

MARIO: WE ARE GOING TO SING AND DANCE.

RUDY: REALLY?

MARIO: YES. WE ARE GOING TO LEARN AN INDIAN SONG. WE ARE GOING TO MAKE OUR COSTUMES, TOO.

RUDY: MAY I SEE YOUR COSTUME?

MARIO: YES, YOU MAY SEE IT. I THINK YOU WILL LIKE IT VERY MUCH.

LA CLASE PRESENTA UN PROGRAMA

RUDY: *HOLA, MARIO. ¿QUÉ VA A PRESENTAR TU CLASE EN LA REPRESENTACIÓN EL VIERNES?*

MARIO: *VAMOS A CANTAR Y BAILAR.*

RUDY: *¿DE VERAS?*

MARIO: *SÍ, VAMOS A APRENDER UNA CANCIÓN INDÍGENA. TAMBIÉN VAMOS A HACER NUESTROS DISFRACES.*

RUDY: *¿ME PERMITES VER TU DISFRAZ?*

MARIO: *SÍ, LO PUEDES VER. CREO QUE TE VA A GUSTAR MUCHO.*

Oral Exercise (A)

Assign the roles of Mario and Rudy to individual students. Have them say their lines before the class.

. *Ahora voy a escoger dos estudiantes para que hagan el papel de Rudy y de Mario. Quiero que presenten el diálogo ante la clase.*

Oral Exercise (B)

Ask the following questions orally. Encourage free conversation about the dialogue.

. *Voy a hacer algunas preguntas acerca del diálogo. Contesten cada pregunta oralmente.*

1. What is the class going to have? (a program)
2. What is the class going to learn? (to sing and dance)
3. What is Mario going to make? (a costume)
4. What is Rudy going to see? (Mario's costume)
5. When is the class going to present the program? (Friday)

6. Who is going to present a program? (the class)

7. Who is going to make a costume? (the class)

Pronunciation

> The /ng/ sound does not exist in Spanish although the letters *ng* (anglo, hongo) occur in medial position. For this reason, the student needs practice in pronunciation of /ng/, especially in terminal position or at the end of stressed syllables.

Oral Drill (A)

The following exercise calls for the student to orally and aurally differentiate between /n/ and /ng/. Say each word clearly and ask the students to repeat.

. *Repitan estas palabras. Fíjense bien en el último sonido.*

ban	bang	pan	pang
pin	ping	gone	gong
sin	sing	fan	fang
bin	bing	clan	clang
run	rung	tan	tang
win	wing	din	ding
ton	tongue	kin	king
ran	rang	sun	sung
thin	thing	stun	stung
kin	king	lawn	long

Oral Drill (B)

The following exercise contrasts the medial /ng/ to which the Spanish speaker is accustomed with the terminal /ng/. Ask the students to repeat after you the words listed.

. *Repitan estas palabras. Escuchen el último sonido de la segunda palabra de cada grupo.*

banged	bang
hanged	hang
singer	sing
wingless	wing
banging	bang

Oral Drill (C)

Ask students to repeat these sentences. Ask students to listen to the /ng/ sound.

. *Repitan estas oraciones. Fíjense en el sonido /ng/.*

1. I sing a thin song.
2. Run around the ring.
3. The stronger kingdom has a younger language.
4. The hungry man is going to strangle.
5. He is too angry to sing.

Listening Exercise

Explain to the students that you will pronounce sets of four words each. Ask them to write on their own paper the number of the word (1, 2, 3, or 4) that sounds different from the others. Reduce the number of items to three if you think that four words are too many.

. *Voy a decir grupos de cuatro palabras. Escuchen atentamente. Escriban en su papel el número de la palabra que suena diferente a las otras.*

1.	ban	ban	*bang*	ban	3
2.	fan	*fang*	fan	fan	2
3.	sin	sin	*sing*	sin	3
4.	*wing*	win	win	win	1
5.	winning	*winging*	winning	winning	2

Structure

Direct object pronouns come before the verb in Spanish most of the time.

Example: Rosario *lo sabe*.

object pronoun — verb

In English, the object pronouns follow the the verb.

Example: Rosario *knows it*.

verb — object pronoun

The following are object pronouns:

me	me	us	nos
you (sing.)	te		
him, you, it	lo	them	los, las
her, you, it	la	you (pl.)	los, las

Oral Drill

Say the following sentences, asking the students to repeat them after you.

. *Repitan después de mí las siguientes oraciones.*

1. I know *Pablo.*
   I know him.
2. I know *Mary.*
   I know her.
3. I know *the lesson.*
   I know it.
4. I know *Pablo and Mary.*
   I know them.
5. They know *Mary and me.*
   They know us.
6. They know *the answers.*
   They know them.
7. You like *ice cream.*
   You like it.
8. They like *mystery stories.*
   They like them.
9. I like *baseball and football.*
   I like them.
10. We like *Barbara and Jane.*
    We like them.

Oral and Written Exercise

Say the following sentences and ask individual students to substitute the correct pronouns for the direct object nouns. Use the first sentences as an example.

. *Voy a decir unas oraciones. Después de cada una quiero que sustituyan una de las palabras* "me, you, him, her, it, o them" *según el ejemplo que les voy a dar.*

1. We know *the boys.* We know *them.*
2. I like *the class.* (I like it.)
3. Bob plays *the guitar.* (Bob plays it.)
4. Pablo and Jerry sell *ceramics.* (Pablo and Jerry sell them.)

5. Mary has *the book*. (Mary has it.)
6. I know *Mr. Jones*. (I know him.)
7. You help *your mother*. (You help her.)
8. I like *baseball*. (I like it.)
9. They know *the president*. (They know him.)
10. We buy *old cars*. (We buy them)

Written Exercise

Have the students read each sentence carefully. Ask them to select one of the words in parentheses for the underlined words.

. *Vamos a leer las oraciones que siguen. Escojan una palabra de las tres entre paréntesis y substitúyanla por las palabras subrayadas.*

1. You know *Mr. Lewis*. (he, him, them) You know him.
2. John likes *ice cream*. (it, her, him) John likes it.
3. I buy *my lunch*. (me, it, her) I buy it.
4. I know *Rosa*. (she, her, it) I know her.
5. María and Carla sell *old books*. (they, them, it) María and Carla sell them.
6. The baby sees *the dogs*. (they, them, it) The baby sees them.

7. I like *candy*. (him, her, it) I like it.

8. Sara rides *the bicycle*. (him, her, it) Sara likes it.

9. Peter told *John and me*. (we, us, they) Peter told us.

10. I see *the car*. (him, her, it) I see it.

11. Bill buys *the car*. (him, her, it) I see it.

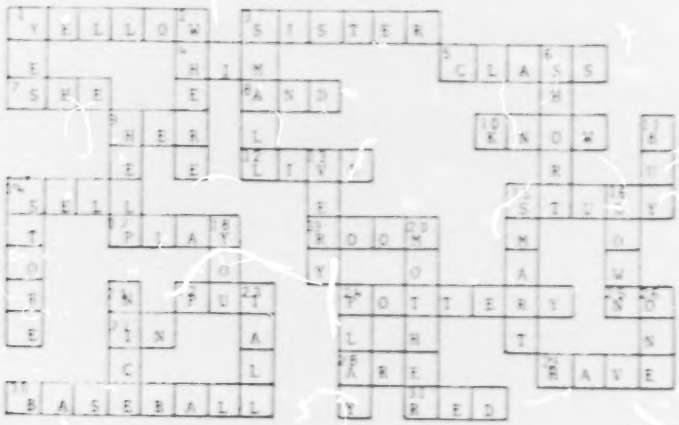
12. Leo helps *his mother*. (him, her, she) Leo helps her.

ADDITIONAL ACTIVITY

Crossword Puzzle/Crucigrama

A master for the crossword puzzle without answers is found with the student test. It may be duplicated for each student. Have them choose words from the list below to complete the crossword puzzle in English.

. *Escoge palabras de la lista anterior para completar el crucigrama en inglés.*



VERTICALES

1. sí
2. donde
3. pequeño
6. corto,bajo
9. ayudar
11. comprar
13. muy
14. tienda
15. inteligente
16. abajo
18. usted
20. madre
21. simpático
23. alto
24. jugar
26. uno

HORIZONTALES

1. amarillo
3. hermana
4. lo (obj.)
5. clase, salón
7. ella
8. y
9. la (obj.)
10. saber, conocer
12. vivir
14. vender
15. estudiar
17. jugar
19. habitación
22. poner
24. cerámicas
25. no
27. en
28. son
29. tener
30. béisbol
31. rojo

and	father	is	nice	room	study	very
are	green	it	no	sell	tall	we
baseball	have	know	one	she	them	where
brother	help	little	over	sister	two	work
buy	her	live	play	small	under	yellow
ceramics	him	mother	put	smart	up	yes
class	in	much	red	store	us	you
cute						

EVALUATION

Pretest and Posttest

I. Read the following sentences orally. The students will write "yes" or "no" responses based on the content of the dialogue.

. *Voy a leer unas oraciones. Escriban "sí" si la oración está de acuerdo con el diálogo; escriban "no" si la oración no está de acuerdo con el diálogo.*

yes 1. The class is going to present a program on Friday.

yes 2. The students are going to sing and dance.

no 3. Rudy is going to draw a picture.

no 4. Rudy does *not* want to see the Indian costume.

no 5. Mario does *not* want Rudy to see his costume.

yes 6. Mario's class is going to make Indian costumes.

no 7. The class is going to read a story.

no 8. The class is going to eat Indian foods.

no 9. Mario is going to show a map at the program.

yes 10. Mario is going to show Rudy his costume.

II. Beside each number the students will write the letter of the word which sounds different from the others. Pronounce the words for the students. Give the example before administering the exercise.

. *Voy a pronunciar palabras en grupos de cuatro. Al escuchar las palabras, escriban* a, b, c *o* d *para cada número según la palabra que suene distinta a las otras palabras.*

Por ejemplo:

Example: a. sun b. sun c. sun d. sung d

	1	2	3	4	
1.	a. ban	b. ban	c. bang	d. ban	c
2.	a. fan	b. fang	c. fan	d. fan	b
3.	a. sin	b. sin	c. sing	d. sin	d
4.	a. wing	b. win	c. win	d. win	a
5.	a. winning	b. winging	c. winning	d. winning	b

III. Ask individual students to read the following sentences and to substitute the correct object pronoun for the object noun. Have the students study the example, then write each sentence.

. *Les voy a leer unas oraciones. Quiero que sigan el ejemplo y que substituyan la forma correcta del pronombre.*

Me, Him, Her, It, Us, Them

Example: I see *John*.

Ejemplo: I see *him*.

1. I help *my mother*.
   I help her.
2. I like *baseball*.
   I like it.
3. They know *the lesson*.
   They know it.

4. We know *Mrs. Brown*.

   We know her.

5. I have *the money*.

   I have it.

6. She likes *old cars*.

   She likes them.

7. I see *the girls*.

   I see them.

8. John plays *the piano*.

   John plays it.

9. He helps *his brother*.

   He helps him.

10. You like *the movie*.

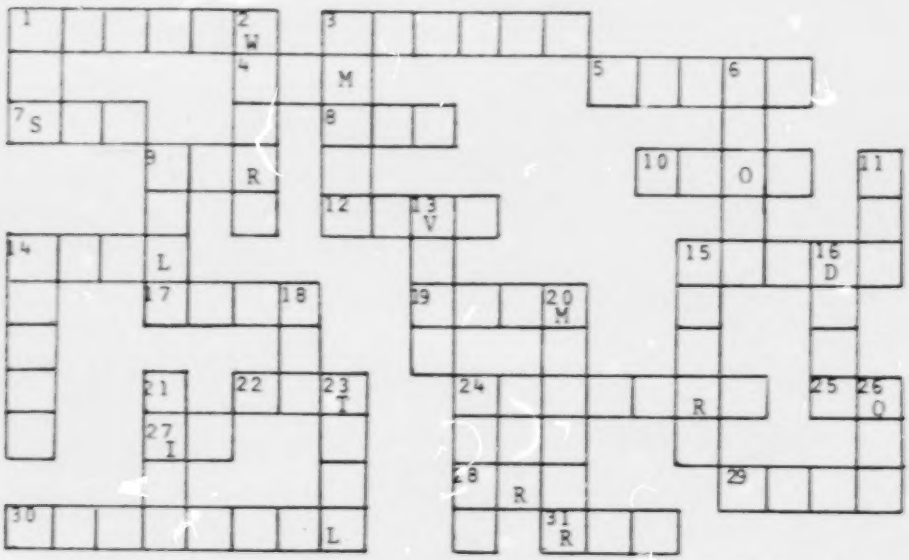
    You like it.

NAME_____ CLASS_____ DATE_____

CRUCIGRAMA/CROSSWORD PUZZLE

Choose words from the list below to complete the crossword puzzle in English.

. *Escoge palabras de la lista al fondo de la página para completar el crucigrama en inglés.*



VERTICALES

1. sí
2. donde
3. pequeño
6. corto,bajo
9. ayudar
11. comprar
13. muy
14. tienda
15. inteligente
16. abajo
18. usted
20. madre
21. simpático
23. alto
24. jugar
26. uno

HORIZONTALES

1. amarillo
3. hermana
4. lo (obj.)
5. clase, salón
7. ella
8. y
9. la (obj.)
10. saber, conocer
12. vivir
14. vender
15. estudiar
17. jugar
19. habitación
22. poner
24. cerámicas
25. no
27. en
28. son
29. tener
30. béisbol
31. rojo

and	father	is	nice	room	study	very
are	green	it	no	sell	tall	we
baseball	have	know	one	she	them	where
brother	help	little	over	sister	two	work
buy	her	live	play	small	under	yellow
ceramics	him	mother	put	smart	up	yes
class	in	much	red	store	us	you
cute						

NAME_____CLASS_____DATE_____

TEST

I. Listen as each sentence is read. Write "yes" if the sentence read is true according to the dialogue; write "no" if it is not true.

. *Escucha la lectura de cada oración. Escribe "sí" si la oración está de acuerdo con el diálogo; escribe "no" si la oración no está de acuerdo con el diálogo.*

_____1. The class is going to present a program on Friday.

_____2. The students are going to sing and dance.

_____3. Rudy is going to draw a picture.

_____4. Rudy does not want to see the Indian costume.

_____5. Mario does not want Rudy to see his costume.

_____6. Mario's class is going to make Indian costumes.

_____7. The class is going to read a story.

_____8. The class is going to eat Indian foods.

_____9. Mario is going to show a map at the program.

_____10. Mario is going to show Rudy his costume.

II. Listen as your teacher says word groups of four words each. Beside each number write *a*, *b*, *c*, or *d* according to the word which sounds different.

. *Escucha mientras el maestro pronuncia grupos de cuatro palabras. Al lado de cada número escriba* a, b, c *o* d *de acuerdo con la palabra que tiene sonido distinto a las otras.*

Example: a. sun b. sun c. sun d. sung d

1.
2.
3.
4.
5.

III. Read the following sentences carefully. Use one of the words listed below in place of the underlined words in each sentence.

. *Lee las siguientes oraciones con cuidado. Emplea una de las palabras de la lista y sustitúyela en lugar de las palabras subrayadas. Escribe cada oración en tu papel.*

Me, Him, Her, It, Us, Them

Example: I see *John*.

Ejemplo: I see *him*.

1. I help *my mother*._____
2. I like *baseball*._____
3. They know *the lesson*._____
4. We know *Mrs. Brown*._____
5. I have *the money*._____
6. She likes *old cars*._____
7. I see *the girls*._____
8. John plays *the piano*._____
9. He helps *his brother*._____
10. You like *the movie*._____

Who is on the honors list ?

WHO IS ON THE HONORS LIST?

CONCEPTS

1. Following orders
2. /j/; /y/
3. Command form

OBJECTIVES

1. Given seven incomplete statements taken from the dialogue, the student will be able to select the responses that complete correctly five of the statements.
2. Given a list of 12 words containing the initial sound /j/ or /y/, the student will be able to identify correctly the initial sound for ten words.
3. Given ten written situations, the student will be able to correctly match seven commands with the situations.

RESOURCES

None

ACTIVITIES

Oral Practice

Read each line of the dialogue. Ask students to listen and then repeat each line.

. *Voy a leer el diálogo varias veces. Escuchen atentamente. Repítan después de mí cuando yo les indique.*

MR. GUTIÉRREZ: COME HERE, ALICIA. PLEASE TAKE THIS NOTE TO THE PRINCIPAL.

ALICIA: SHOULD I WAIT FOR AN ANSWER?

MR. GUTIÉRREZ: NO. PLEASE GIVE THIS BOOK TO MR. HERNÁNDEZ. TELL HIM I MUST TALK TO HIM AS SOON AS POSSIBLE.

ALICIA: OKAY. MR GUTIÉRREZ, MAY I ASK YOU A QUESTION?

MR. GUTIÉRREZ: YES, OF COURSE.

ALICIA: IS THIS THE LIST OF HONOR STUDENTS?

MR. GUTIÉRREZ: YES, IT IS.

ALICIA: OH! TELL ME, AM I ON THE LIST?

MR. GUTIÉRREZ: SORRY, I CAN'T TELL YOU. NOW GO TO THE OFFICE AND COME BACK QUICKLY.

ALICIA: OKAY.

SR. GUTIÉRREZ: VEN ACÁ, ALICIA. POR FAVOR LLEVA ESTA NOTA AL DIRECTOR.

ALICIA: ¿DEBO ESPERAR LA RESPUESTA?

SR. GUTIÉRREZ: NO. POR FAVOR DALE ESTE LIBRO AL SR. HERNÁNDEZ. DILE QUE TENGO QUE HABLAR CON ÉL LO MAS PRONTO POSIBLE.

ALICIA: MUY BIEN. SR. GUTIÉRREZ, ¿ME PERMITE UNA PREGUNTA?

SR. GUTIÉRREZ: SÍ, COMO NO.

ALICIA: *¿ES ÉSTA LA LISTA DE LOS ALUMNOS QUE RECIBIERON LAS NOTAS MAS ALTAS?*

SR. GUTIÉRREZ: *SÍ, ES.*

ALICIA: *DÍGAME. ¿ESTÁ MI NOMBRE EN LA LISTA?*

SR. GUTIÉRREZ: *SIENTO NO PODER DECIRTE. AHORA VE A LA OFICINA Y REGRESA EN SEGUIDA.*

ALICIA: *MUY BIEN.*

Oral Exercise (A)

Assign the roles either to two groups in the class or to two individual students. Individual students may be asked to practice the dialogue together and then present it to the class.

. *Ahora voy a escoger unos estudiantes para presentar el diálogo a la clase. Pueden practicar sus papeles antes de presentar el diálogo.*

Oral Exercise (B)

Ask the following questions based on the dialogue. Encourage free expression.

. *Voy a hacer algunas preguntas sobre el diálogo.*

1. Who is talking in the dialogue? (Alicia and Mr. Gutiérrez)
2. Where is the dialogue taking place? (at school; in the classroom; etc.)
3. What is Alicia supposed to take to the principal? (a note)

4. What is she supposed to give to Mr. Hernández?
   (a book)
5. What does Alicia want to know about the honors list?
   (whether her name is on the list)
6. Mr. Gutiérrez uses the word *please* twice. What does this tell you about him? (Accept all logical answers.)
7. Do you think Alicia is on the honors list? Why?
   (Accept student's opinions.)

Pronunciation

The phoneme /j/ is absent from the Spanish language and is likely to be pronounced as /y/. For this reason, Spanish speakers need to practice contrasts between these two sounds.

Oral Drill (A)

Have the students repeat the following words simply and in contrastive pairs.

. *Repitan las palabras de la primera columna después de mí. Después, repitan las palabras en pares.*

1.	jeer	year	9.	jowl	jowl
2.	jot	yacht	10.	John	yawn
3.	jail	yale	11.	jell	yell
4.	jam	yam	12.	jaw	yaw
5.	jarred	yard	13.	joke	yoke
6.	gyp	yip	14.	jack	yak
7.	jelling	yelling	15.	Jess	yes
8.	jello	yellow	16.	jet	yet

Oral Drill (B)

Tell the students to pronounce the following sentences, giving attention to the sounds /j/ and /y/.

. *Pronuncien estas oraciones después de mí. Pongan mucha atención a los sonidos /j/ y /y/.*

1. The yellow jello is rigid.
2. Are you going to yell and jeer?
3. The Yale yachts jam the jetty.
4. There are hedges in the yard.
5. Yes, I pledge to tell this year.

Written Exercise

Have students write the letters j or y according to the sound they hear at the beginning of each word listed below.

. *Escuchen atentamente las palabras que voy a repetir. Si oyen el sonido de la /j/ como en* juice *escriban* j *si oyen el sonido de la /y/ como en* yellow, *escriban* y.

1. jot	j	5. yes	y	9. jarred	j
2. jam	j	6. use	y	10. yard	y
3. yellow	y	7. juice	j	11. yale	y
4. jaw	j	8. yam	y	12. jail	j

Structure

A command is an order. Study the different types of commands.

Affirmative:	Study the lesson.
Negative:	Don't study the lesson.
Polite:	Please study the lesson.
	Study the lesson, please.
Request:	Let's study the lesson.

Oral Exercise (A)

Read or ask the students to read the dialogue. Ask them to name the orders Mr. Gutiérrez gives Alicia. They should name the five commands that follow.

. *Vamos a leer el diálogo. Quiero que indiquen todo lo que el Sr. Gutiérrez le mandó a Alicia.*

1. Come here, Alicia.
2. Please take this note to the principal.
3. Please give this book to Mr. Hernández.
4. Tell him I must talk to him as soon as possible.
5. Now go to the office and come back quickly.

Ask the students, "Can you find the command Alicia gives?"

. *Fíjense bien. ¿Qué manda Alicia?* (Tell me.)

Oral Exercise (B)

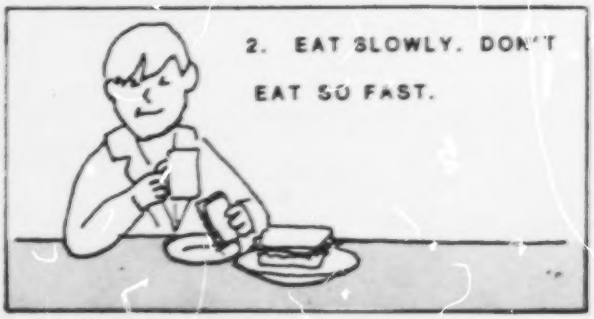
Have the students read or repeat after you the commands listed under each picture on the next page. Ask them to create their own commands for each picture. Remind them that *don't* is a contraction of *do not*.

. *Vamos a leer las órdenes que van con cada dibujo. Después deben repetir después de mí. Inventen órdenes nuevas para cada dibujo. Acuérdense que* don't *es contracción de* do not.

COMMANDS

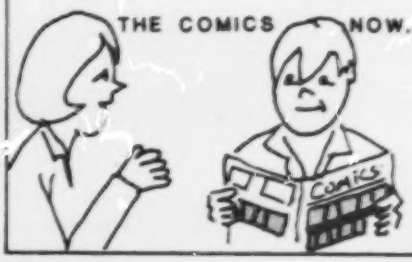
1. PLEASE LISTEN. DON'T TALK.

2. EAT SLOWLY. DON'T EAT SO FAST.



3. WATCH A GOOD PROGRAM. DON'T SIT TOO CLOSE TO THE TELEVISION.

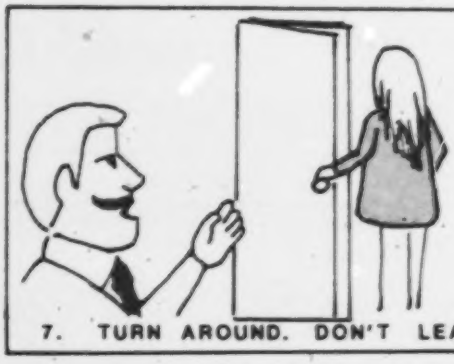
4. STUDY FOR THE TEST. DON'T READ THE COMICS NOW.



5. PUT UP THE MATCHES. DON'T PLAY WITH THEM.

6. CLOSE THE WINDOW. DON'T LET THE COLD AIR IN THE ROOM.

7. TURN AROUND. DON'T LEAVE.



Oral Exercise (C)

Explain to the students that the word *let's* is used in requests. A request includes the person speaking and the person to whom spoken. Ask students to listen and repeat each sentence below.

· *La palabra* let's *se emplea para hacer peticiones en inglés y incluye la persona que habla y la persona a quien se dirige la petición. Escuchen y repitan las siguientes peticiones.*

1. Let's help Ramón.
2. Let's sign the song.
3. Let's write the numbers.
4. Let's go to the park.
5. Let's listen to the music.
6. Let's copy the sentences.
7. Let's erase the chalkboard.
8. Let's review the lessons
9. Let's turn around.

Written Exercise

Explain to the students that an affirmative request may be changed to a negative request. Ask them to study the examples and to note that *not* is used to make the request negative and that it precedes the verb. Then ask the students to change each affirmative request into a negative request.

· *Como ya saben, la palabra* let's *indica una petición. Ahora vamos a notar que una petición afirmativa se puede convertir en petición negativa al emplear la palabra* not. *Vamos a estu-*

diar los ejemplos. Fíjense que not *precede al verbo. Después quiero que escriban en forma negativa cada petición afirmativa. Usen su papel.*

Examples: Let's leave the classroom.

Ejemplos: Let's *not* leave the classroom.

Let's go to the store.

Let's *not* go to the store.

Let's answer the telephone.

Let's *not* answer the telephone.

1. Let's sit at the table.
2. Let's bake a cake.
3. Let's play some records.
4. Let's buy a pencil.
5. Let's clean the yard.
6. Let's draw a picture.
7. Let's watch television.
8. Let's listen to the music.

ADDITIONAL ACTIVITIES

Pantomime

The teacher acts out a command. The students guess the action by saying the command. After the teacher has acted out several commands, a student volunteer may act out a command, and the student who guesses correctly becomes the actor.

. *Voy a simular varias órdenes. Deben adivinar la órden. Pueden describir lo que yo estoy haciendo o pueden decir la misma órden, como,* close the door. *Después de que hayan adivinado varias órdenes, uno de ustedes toma el lugar del que está al frente.*

Suggested list of commands:

Do not put up your pencil.	Play the record.
Be quiet.	Do not erase the chalkboard.
Write your name.	Don't turn around.
Open your book.	Walk to the door.
Answer the telephone.	Go to your locker.

Simon Says

The game "Simon Says" may be used to reinforce and review structures presented in this lesson. The person who is "IT" stands in front of the class and makes requests for the class to follow by saying, for example:

Simon says, "Point to your left eye."
Simon says, "Raise your right hand."
Simon says, "Touch your right ear."

The requests should be delivered fairly rapidly. Those who fail to follow the requests are eliminated. "IT" then makes a request not preceded by "Simon Says". The person who carries out the request not preceded by "Simon Says," becomes "IT". If several students act out the request not preceded by "Simon Says," "IT" may choose one of them to become "IT".

. *Este juego se llama* "Simon Says". *El objeto del juego es escuchar muy atentamente y actuar las órdenes que da la persona que está al frente. Las órdenes comienzan con las palabras* "Simon Says". *De vez en cuando el que está al frente dará una orden que no comienza con* "Simon Says". *En ese caso el grupo no debe hacer nada. El que obedece la orden que fue dada sin las palabras* "Simon Says", *pierde y pasa al frente a dirigir el juego. Para que el juego sea eficaz, hay que dar las órdenes rápidamente.*

EVALUATION

Pretest and Posttest

I. Tell the students to read each statement carefully and select the correct response. They should write the letter *a*, *b*, or *c* after each number.

(It may be necessary to read the test to the students.)

. *Lean la prueba y escojan la respuesta apropiada. Yo les leeré la prueba si es necesario. Después de cada número escriban la letra apropiada:* a, b, *o* c.

1. c Alicia is going to take a note:
   a. To the nurse's office
   b. To the gym teacher
   c. To the principal's office

2. a At the office, Alicia is not going to:
   a. Wait for an answer
   b. Give Mr. Hernández a book
   c. Wait for a book

3. a Mr. Gutiérrez must:
   a. Talk to Mr. Hernández
   b. Give Alicia some books
   c. Take a note to Mr. Hernández

4. b Mr. Gutiérrez can't:
   a. Talk to Mr. Hernández
   b. Tell Alicia who is on the honor list
   c. Ask Alicia a question

5. a Alicia must:
   a. Go to the office and come back quickly
   b. Go to the playground and play
   c. Go to Mr. Hernández and give him a list of names

6. b Alicia says:
   a. May I sing you a song?
   b. May I ask you a question?
   c. May I draw you a picture?

7. c Mr. Hernández is:
   a. A student
   b. A principal
   c. A man

II. Tell the students to listen carefully to the following list of words. The words begin with either the sound of /j/ or /y/. Write *j* if you hear the sound /j/ as in *Japan*. Write *y* if you hear the /y/ sound as in *yarn*.

. *Escuchen atentamente las palabras que voy a leer. Algunas de estas palabras tienen el sonido /j/, otras tienen el sonido /y/. Escriban la letra j o y de acuerdo con el primer sonido de cada palabra.*

1.	j	jello	7.	y	year
2.	y	yellow	8.	y	yes
3.	j	jelling	9.	y	yelling
4.	j	jam	10.	j	jarred
5.	y	yard	11.	j	juice
6.	j	jail	12.	j	jaw

III. Tell the students to read the following situations. Select the request that matches the situation. Write in front of the numeral the letter of the correct request.

. *Voy a leer oraciones que describen una situación. Uds. deben escoger la oración que va con la situación. Escriban la letra que corresponde al número.*

d 1. The principal tells Alicia to please wait for an answer.

i 2. Mr. Gutiérrez tells the class to put up their books.

f 3. Mrs. Carter wants everyone to study for a test.

k 4. John is disturbing Mark during math class. Mark tells John to turn around.

j 5. The principal politely asks the secretary to answer the phone.

a 6. It is almost lunch time. Mr. Hernández asks the class not to run in the hall on their way to the cafeteria.

h 7. Alicia invites her friend to go with her to the dance.

l 8. Pedro has just completed an application form for a weekend job. He must sign his name on the last line of the form.

e 9. The buses will be late. The vice principal announces that students must not leave their classrooms.

b 10. Marta and Mary are at the store. They don't have enough money to buy two bags of popcorn and two cokes.

a. Don't run in the hall.
b. Let's buy a bag of popcorn and a coke. Let's share them.
c. Don't wait for an answer.
d. Please wait for answer.
e. Don't leave your classroom.
f. Study for the test on Friday.
g. Don't study so hard.
h. Let's go to the store.
i. Put up your books.
j. Please answer the telephone.
k. Turn around.
l. Sign the form.

NAME_____CLASS_____DATE_____

TEST

I. Read each statement carefully. Select the correct response by writing the letter *a*, *b*, or *c* after each number.

. *Lee cada oración y escoge la respuesta apropiada. Después de cada número escribe la letra apropiada* a, b, *o* c.

1._____ Alicia is going to take a note:
a. To the nurse's office
b. To the gym teacher
c. To the principal's office

2._____ At the office, Alicia is not going to:
a. Wait for an answer
b. Give Mr. Hernández a book
c. Wait for a book

3._____ Mr. Gutiérrez must:
a. Talk to Mr. Hernández
b. Give Alicia some books
c. Take a note to Mr. Hernández

4._____ Mr. Gutiérrez can't:
a. Talk to Mr. Hernández
b. Tell Alicia who is on the honor list
c. Ask Alicia a question

5._____ Alicia must:
a. Go to the office and come back quickly
b. Go to playground and play
c. Go to Mr. Hernández and give him a list of names

6._____ Alicia says:
a. May I sing you a song?
b. May I ask you a question?
c. May I draw you a picture?

7._____ Mr. Hernández is:
a. A student
b. A principal
c. A man

II. Listen carefully to the following list of words. The words begin with either the sound /j/ or /y/. Write *j* if you hear the sound /j/ as in *Japan*. Write *y* if you hear the sound /y/ in *yarn*.

. *Escucha atentamente las palabras que el maestro te va a leer. Algunas de estas palabras tienen el sonido /y/, otras tienen el sonido /y/. Escribe la letra j o y de acuerdo con el primer sonido de cada palabra.*

1. ___jello
2. ___yellow
3. ___jelling
4. ___jam
5. ___yard
6. ___jail
7. ___year
8. ___yes
9. ___yelling
10. ___jarred
11. ___juice
12. ___jaw

III. Read the following situations. Then select the request or order that matches the situation. Write in front of the number the letter of the correct request.

. *Lee las oraciones que describan una situación. Escoge el mandato que va con cada situación. Escribe la letra que corresponde al número.*

_____ 1. The principal tells Alicia to please wait for an answer.

_____ 2. Mr. Gutiérrez tells the class to put up their books.

_____ 3. Mrs. Carter wants everyone to study for a test.

_____ 4. John is disturbing Mark during math class. Mark tells John to turn around.

_____ 5. The principal politely asks the secretary to answer the phone.

_____ 6. It is almost lunch time. Mr. Hernández asks the class not to run in the hall on their way to the cafeteria.

_____ 7. Alicia invites her friend to go with her to the dance.

_____ 8. Pedro has just completed an application form for a weekend job. He must sign his name on the last line of the form.

_____ 9. The buses will be late. The vice principal announces that students must not leave their classrooms.

_____10. Marta and Mary are at the store. They don't have enough money to buy two bags of popcorn and two cokes.

a. Don't run in the hall.
b. Let's buy a bag of popcorn and a coke. Let's share them.
c. Don't wait for an answer.
d. Please wait for answer.
e. Don't leave your classroom.
f. Study for the test on Friday.
g. Don't study so hard.
h. Let's go to the store.
i. Put up your books.
j. Please answer the telephone.
k. Turn around.
l. Sign the form.

The swallows of San Juan Capistrano

CONCEPTS

1. Tradition
2. /au/
3. *Who, what, how many* interrogatives

OBJECTIVES

1. Given eight incomplete statements based on the oral practice, the student will be able to select the word which completes the statement, with 75% accuracy.
2. Given eight sets of three words, the student will be able to indicate which word in each set contains the /au/ sound, with 75% accuracy.
3. Given seven declarative statements, the student will be able to write interrogative statements beginning with *what, how many*, or *how old* for at least six.

RESOURCES

Calendar (optional)

ACTIVITIES

Oral Practice

Explain to the students that a tradition is an act or practice, usually a social custom, passed down from one generation of people to another. In the story about the swallows of San Juan Capistrano the tradition exists that people gather to watch the return of the swallows every year on the 19th day of March. Read or ask several students to read the story orally. Explain unfamiliar vocabulary if necessary.

. *La lectura que vamos a leer encierra una tradición. Una tradición es una costumbre transmitida de generación a generación. En la historia de las golondrinas de San Juan Capistrano la tradición consiste en que cada año la gente se reúne para ver el regreso de las golondrinas el 19 de marzo. Vamos a leer esta historia en voz alta. Si no entienden alguna palabra, por favor díganmelo.*

In 1776 Father Junípero Serra arrives in California. Below lies a valley. "This is an excellent place for a settlement." he says to himself. "I will build a mission here. I will name it San Suan Capistrano after the Spanish crusader."

Many years pass. The date is March 19. It is early in the morning. The mission no longer exists. Only the ruins remain. Crowds of people look toward the sky. A man exclaims, "I see them!" Another says, "There are hundreds of them. They always come back on St. Joseph's Day." A boy adds, "My grandfather says they come back every year on March 19."

What is so unusual? What do they see? The people see the swallows. Today, March 19, the beautiful birds return. They will build their nests in the ruins. In the fall, they will fly south. In the spring, they will return to the ruins. How do they find their way? Who guides them? Will they always return on the same date? No one knows the answer. One thing is certain. They always return on St. Joseph's Day to the ruins of San Juan Capistrano.

En el año 1776, el padre Junípero Serra llega a California. Abajo hay un valle. -Este es un buen sitio para una colonia, -piensa para sí. -Edificaré una misión aquí. La nombraré San Juan Capistrano por el cruzado español.

Pasan muchos años. Es el día 19 de marzo. Es temprano por la mañana. La misión ya no existe. Solo las ruinas quedan. La muchedumbre mira al cielo. Un hombre exclama, -¡Allá vienen!- Otro dice, -Vienen muchísimas. Siempre regresan el día de San José. -Un niño añade, -Mi abuelo dice que siempre regresan el 19 de marzo.

¿Qué es lo que pasa? ¿Qué es lo que ven? La gente ve las golondrinas. Hoy, el día 19 de marzo, las golondrinas regresan. Harán sus nidos en las ruinas. En el otoño se irán al sur. En la primavera vuelven a las ruinas. ¿Cómo saben el camino? ¿Quién las guía? ¿Volverán siempre para la misma fecha? Nadie sabe las respuestas. Hay una cosa que es cierta. Siempre regresan el día de San José a las ruinas de San Juan Capistrano.

Oral Exercise

Ask the students the following questions. Have them refer to the story, if necessary, to find answers for each questions.

. *Quiero que contesten las siguientes preguntas. Todas las respuestas se encuentran en la historia. Pueden referirse a ella si es necesario.*

1. Who arrives in California in 1776? (Father Junípero Serra)
2. What does he build? (A settlement)
3. What is the name of the mission? (San Juan Capistrano)
4. Who looks toward the sky? (Crowds of people)
5. How many swallows are there? (hundreds of them)
6. When will the swallows return? (March 19)
7. Where will the swallows build their nests? (in the ruins)
8. Where do they fly in the fall? (south)

Oral and Written Exercise

Ask the students to use the words listed below to complete each sentence. Do the exercise orally first, then in writing.

. *Empléen las siguientes palabras para terminar cada oración. Vamos a hacer el ejercicio oralmente primero y después por escrito en su papel.*

1. *Father Junípero Serra* was a Spanish priest and colonizer of California.
2. One of his settlements was called *San Juan Capistrano*.

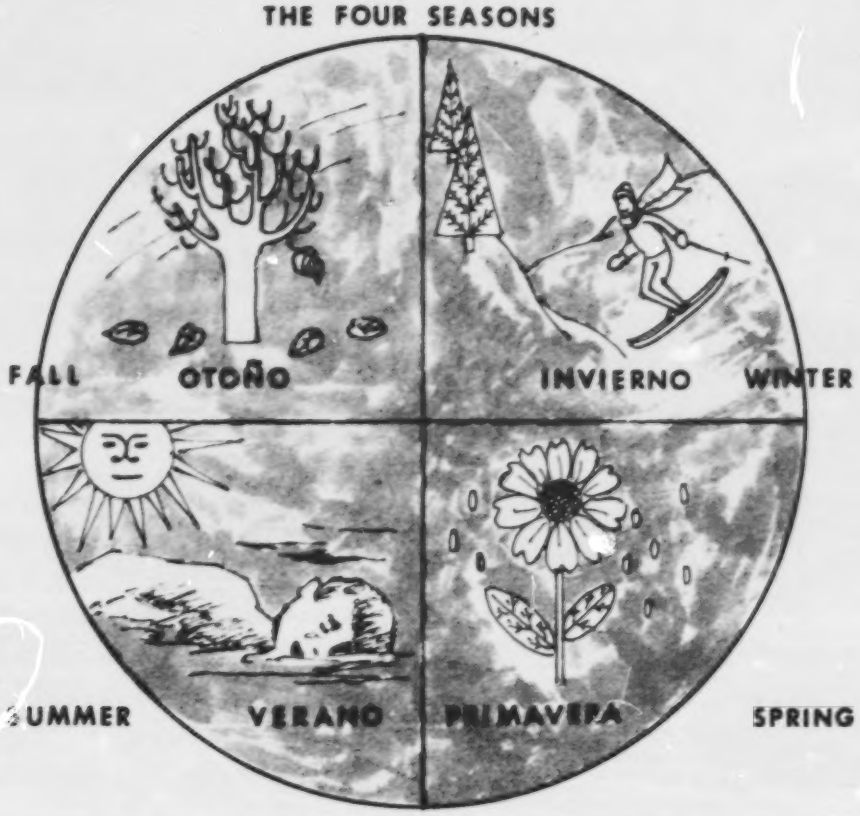
3. He named his settlement after a Spanish *crusader*.
4. On the settlement, he built a *mission*.
5. The ruins of the mission still exist in the state of *California*.
6. Every year on March 19 people come to watch the return of the *swallows*.
7. They build their nests in the *ruins*.
8. In the fall, the birds fly *south*.

ruins	San Juan Capistrano
south	mission
north	swallows
Father Junípero Serra	crusader
Texas	California

Oral Exercise

Ask the students which two seasons are mentioned in the story. Elicit the names of the other two seasons. If they are unable to name them, refer them to the picture of the seasons that follows. Conduct a discussion on favorite times of the year and the seasons in which these favorite times occur.

. *¿Cuáles son las estaciones del año mencionadas en la historia? (el otoño, la primavera) ¿Cuáles son las otras dos estaciones? (el verano, el invierno) Si no recuerdan las cuatro estaciones del año, vean el dibujo. Tienen alguna época favorita del año? ¿En cuáles estaciones ocurren estos tiempos favoritos?*



Oral or Written Exercise

Ask students to name the season in which the following holidays and events occur.

. *Vamos a leer la lista siguiente de eventos y días de fiesta. ¿Pueden indicar la estación en la cual ocurre cada evento o día de fiesta?*

1.	Christmas	Winter
2.	Easter	Spring
3.	New Year's Day	Winter
4.	Mother's Day	Spring
5.	Independence Day (July 4)	Summer
6.	Thanksgiving	Autumn
7.	Halloween	Autumn

8.	Beginning of the school year	Autumn
9.	End of the school year	Spring
10.	16th of September	Autumn
11.	Father's Day	Summer
12.	Your birthday	(Individual answers)

Pronunciation

> The /au/ sound is absent in the Spanish sound system. The Spanish speaker may try to neutralize the /au/ to /o/, which is his closest similar sound.

Oral Drill

Have the students repeat the first two columns of words. In columns 3 and 4 stress the difference between the /au/ and the /o/.

. *Vamos a repetir varias palabras con el sonido /au/ como en la palabra* ball. *Después, vamos a repetir palabras con el sonido /o/ y con el sonido /au/. Quiero que noten la diferencia entre estos dos sonidos al decir las palabras.*

1	2	3	4
ball	August	low	law
call	autumn	so	saw
fall	auto	foal	fall
talk	law	hole	haul
walk	paw	boat	bought
ought	caw	toll	tall
bought	saw	cole	call
caught	straw	bowl	ball
bald	always	pose	pose
		phone	fawn

Listening Exercise

Have the students listen to each group of words once. Reread the words and have students raise their hands when they hear a word containing the sound /au/.

. *Escuchen mientras leo grupos de tres palabras. Una de las tres palabras contiene al sonido /au/. Al leer las palabras la segunda vez, deben levantar la mano cada vez que oigan el sonido /a/.*

1.	*law*	low	lay
2.	see	say	*saw*
3.	hail	hole	*haul*
4.	*call*	cool	cull
5.	*small*	smell	smile
6.	bait	*bought*	bat
7.	*talk*	tack	take
8.	fan	*fawn*	fin

Oral Drill

Ask the students to listen carefully to the sound /au/ in the sentences. Read each sentence and then have the students repeat it.

. *Voy a leer una oración. Escuchen atentamente la pronunciación de cada palabra. Fíjense en el sonido /au/ como en la palabra* August. *Repitan la oración después de mí.*

1. The outl*aw* will cl*aw* his j*aw*.
2. The b*a*ld h*a*wk was t*a*ught to c*a*w.

3. *Au*burn f*aw*ns ate the str*aw*.

4. *A*lways be *au*dible at an *au*ction.

5. The *au*th*o*r found a fl*aw* in the l*aw*.

6. The t*o*ll squ*aw* walks at d*aw*n.

Structure

The words *what*, *how many*, and *how old* are called "interrogatives" becuase they are used to ask questions. These interrogatives may be followed by a form of the verb *to be*. Study the examples.

QUESTION	ANSWER
What is María?	María is a student.
How old is María?	María is twelve years old.
How many students are there?	There are ten students.

Oral Exercise

First have the students listen and repeat the following questions and answers. Then give them an answer and ask them to say the corresponding question.

. *Escuchen y repitan las siguientes preguntas y respuestas. Después yo les diré una respuesta y ustedes me darán la pregunta que le corresponde.*

Teacher: Mrs. Morín is an artist.

Students: What is Mrs. Morín?

	QUESTION	ANSWER
1.	What is Mrs. Morín?	Mrs. Morín is an artist.
	How old is Mrs. Morín?	Mrs. Morín is 20 years old.
	How many artists are there?	There are six artists.
2.	What is Mr. Smith?	Mr. Smith is a carpenter.
	How old is Mr. Smith?	Mr. Smith is 45 years old.
	How many carpenters are there?	There are many carpenters.
3.	What is Margarita?	Margarita is a doctor.
	How old is Margarita?	Margarita is 31 years old.
	How many doctors are there?	There are 15 doctors.
4.	What is Felipe?	Felipe is a student.
	How old is Felipe?	Felipe is 14 years old.
	How many students are there?	There are 50 students.
5.	What is James?	James is a teacher.
	How old is James?	James is 22 years old.
	How many teachers are there?	There are eight teachers.

Written Exercise (A)

If necessary do the exercise orally first, then in writing. Ask students to rearrange the words so that they form questions. Remind them to begin each question with *what*, *how old*, or *how many*.

. *Quiero que hagan oraciones en su papel acomodando las palabras en su órden debido. Acuérdense que cada oración debe comenzar con* what, how old *o* how many.

1. Mrs. Bell what is

   (What is Mrs. Bell?)

2. how is old Mr. García

   (How old is Mr. García?)

3. many are how there students

   (How many students are there?)

4. old how Margarita is

   (How old is Margaret?)

5. are mray how doctors there

   (How many doctors are there?)

6. is Miss Smith what

   (What is Miss Smith?)

7. old Juana is how

   (How old is Juana?)

8. artists many are how there

   (How many artists are there?)

9. is what Petra

   (What is Petra?)

10. James old is how

    (How old is James?)

Written Exercise (B)

Explain to the students that the following sentences are answers to questions. Ask them to supply the question that goes with each answer. Remind them to begin each question with *what*, *how old*, or *how many* and to end each sentence with a question mark. Tell them to use their own paper.

. *Las oraciones que estan a continuacion son respuestas. Uds. deben hacer las preguntas que corresponden a las respuestas. Acuêrdense que cada oración comienza con* what, how old *o* how many *y cada oración termina con punto de interrogación. Usen su papel.*

Example:	What is Marina?	Marina is a dancer.
Ejemplo:	How old is Marina?	Marina is nine years old.
	How many dancers are there?	There are two dancers.
1.	What is María?	María is a student.
2.	How many boys are there in the class?	There are ten boys in the class.
3.	How old is the boy?	The boy is six years old.
4.	How old is Helena?	Helena is 13 years old.
5.	How many girls are there?	There are five girls.
6.	What is Roland?	Roland is a bus driver.
7.	How many bus drivers are there?	There are two bus drivers.
8.	What is Pablo?	Pablo is a plumber.
9.	How old is Miss Thompson?	Miss Thompson is 29 years old.
10.	How many secretaries are there?	There are 12 secretaries.

ADDITIONAL ACTIVITIES

What is Missing?
How Many are Missing?

Place a number of classroom objects on a table. These may include a book, pen, pencil, eraser, paper clip, ruler, etc. Give the class a few minutes to observe the objects. The leader removes an object from the table while the students close their eyes or put their heads on their desks. The leader then asks, "What is missing?" A student asks, "Is it the pen?" The questioning continues until the article missing is mentioned. The person who guesses becomes the leader and the game proceeds. A variation of this game may be played by adding objects at different times during the games. The leader removes two or more items while the class is not watching, then asks, "How many are missing?" The players then ask, "Are two objects missing?" or "Are three objects missing?" The player who guesses becomes the leader.

. *¿Qué ha desaparecido?*
¿Cuántos faltan?

Voy a poner varios objectos sobre la mesa. Voy a darles unos cuantos minutos para que observen bien todos los objetos. Después, quiero que cierren los ojos mientras un alumno quita uno de los objetos de la mesa. Deben adivinar lo que ha desaparecido. El que está al frente va a preguntar "What is missing?" *Sin que ustedes se den cuenta, el líder quita dos o más objetos de la mesa. El líder pregunta* "How many are missing?" *Ustedes preguntan* "Are two objects missing?" *El que adivine el número de objetos que faltan pasa a ser el líder.*

EVALUATION

Pretest and Posttest

I. Tell the student that the following incomplete sentences are based on the content of the oral practice section. The student should read the sentences or follow carefully as the teacher reads. Instruct him/her to write the correct word to complete each statement.

. *Lean las oraciones o sigan la letra mientras yo las leo. Escojen la palabra apropiada para completar las oraciones. La información en las frases vienen de la selección de la práctica oral.*

1. Father Serra arrives in California in *1776*.
2. He sees an excellent place for a *settlement*.
3. He builds a *mission*.
4. He names the mission *San Juan Capistrano*.
5. The mission is gone; the *ruins* remain.
6. The swallows return on *March 19*.
7. The swallows build *nests* in the ruins.
8. In the fall, the swallows fly *south*.

north	San Juan Capistrano
south	nests
1786	mission
1776	March 19
settlement	ruins

II. Tell the student to listen as you read words containing the sound /au/ as in the word *talk*. He/she should circle a letter each time he/she hears the /au/.

. *Escucha mientras yo leo palabras con el sonido /au/ como en la palabra* talk. *Haz un círculo en la A, B, o C cada vez que oigan el sonido /au/.*

				Key
1.	law	low	lay	1. A B C
2.	see	say	saw	2. A B C
3.	hail	hole	haul	3. A B C
4.	call	cool	cull	4. A B C
5.	small	smell	smile	5. A B C
6.	bait	bought	bat	6. A B C
7.	talk	tack	take	7. A B C
8.	fan	fawn	fin	8. A B C

III. Tell the students to read the sentences or to follow as you read orally. They are to write a question to match each sentence.

. *Lean las seis respuestas. Para cada oración escriban la pregunta apropiada.*

1. There are six men in the office.

   How many men are there?

2. María is 12 years old.

   How old is María?

3. There are four children in the park.

   How many children are there?

4. This is a clock.

   What is this?

5. Susan is a nurse.

What is Susan? _____

6. Jaime is a carpenter.

What is Jaime? _____

7. There are three boys in the room.

How many boys are there? _____

NAME_____CLASS_____DATE_____

TEST

I. The following incomplete sentences are based on the content of your Oral Practice section.

Read the sentences or follow carefully as your teacher reads. Write the correct word to complete each sentence.

. *Lee las oraciones o sigue la letra mientras tu maestro lee. Escoge la palabra apropiada para completar las oraciones. La información en las oraciones vienen de la selección de la práctica oral.*

1. Father Serra arrives in California in _____.
2. He sees an excellent place for a _____.
3. He builds a _____.
4. He names the mission _____.
5. The mission is gone; the _____ remain.
6. The swallows return on _____.
7. The swallows build _____ in the ruins.
8. In the fall, the swallows fly _____.

north	San Juan Capistrano
south	nests
1786	mission
1776	March 19
settlement	ruins

II. Listen as your teacher reads words containing the sound /au/ as in the word *talk*. Circle a letter each time you hear the /au/.

. *Escucha mientras el maestro lee palabras con el sonido /au/ como en la palabra* talk. *Haz un círculo en la A, B o C cada vez que oigas el sonido /au/.*

1.	A	B	C	5.	A	B	C
2.	A	B	C	6.	A	B	C
3.	A	B	C	7.	A	B	C
4.	A	B	C	8.	A	B	C

III. Read the sentences below or follow as your teacher reads orally. Write a question to match each sentence.

. *Para cada oración (respuesta) escriban la pregunta apropiada.*

1. There are six men in the office.

_____

2. María is 12 years old.

_____

3. There are four children in the park.

_____

4. This is a clock.

_____

5. Susan is a nurse.

_____

6. Jaime is a carpenter.

_____

7. There are three boys in the room.

_____

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DACBE

National Dissemination and Assessment Center for Bilingual Education

Please help us improve it!

This book is the result of the efforts of many people working at the Bilingual Materials Development Center, The Dissemination and Assessment Center for Bilingual Education, Bilingual Resource Centers, local bilingual projects and bilingual teachers. This book has gone through a careful process of pilot testing and revision in order to give you the highest quality material possible. It is designed to meet your needs and those of your bilingual students.

The book will be revised on the second printing, in light of the feedback you and other teachers provide. These revisions will be based on your responses to the questionnaires inserted in this first edition.

The questionnaire covers the areas of Organization and Quality, Implementation, Content and tests. Please answer the questions as detailed as possible, providing comments and suggestions when applicable. If necessary add extra pages.

Once you have completed the questionnaire, tear the pages out of the book, attach any additional pages, fold them with the DACBE address on the outside and mail them (no postage is necessary).

WE NEED HELP FROM YOUR STUDENTS TOO!

Each of the students' books has two questionnaires inserted. One is in English and one is in Spanish. Please encourage your students to complete one, English or Spanish, whichever they prefer. You could make this a class project, getting the students to analyze the books and state what they like and dislike about them.

Thank you for your cooperation in this endeavor. Your help is essential for the improvement of bilingual education.

7703 North Lamar Austin, Texas 78752 458-9131

I. Organization & Quality

1. How well does the introduction in the teacher's guide explain how to use these materials?

_____1 very well, no improvements are needed

_____2 acceptable, moderate improvements could be made

_____3 unacceptable, major improvements are needed

If improvements are needed, please describe:

_____

_____

_____

_____

2. How well do the teacher's and student's editions correspond?

_____1 very well, class can be conducted with only the teacher's edition

_____2 adequate, occasional reference to student's edition is needed

_____3 inadequate, continuous reference to student's edition is needed

3. Did the lesson instructions provide sufficient information to implement the lesson?

_____1 almost always

_____2 sometimes

_____3 almost never

4. How useful was the glossary in the student's book?

_____1 very useful

_____2 somewhat useful

_____3 not very useful

II. Implementation

1. How difficult were these materials to use?

_____1 difficult

_____2 average

_____3 easy

Comments: _____

_____

2. How did you use these materials?

_____1 group instruction

_____2 individual instruction

_____3 both, group and individual

Comments: _____

_____

3. Was the number of exercises adequate for implementing the lessons?

_____1 yes

_____2 no

Comments: _____

_____

4. Did you have to use additional materials to implement the lessons?

_____1 yes

_____2 no

Comments: _____

_____

5. Are the materials adaptable for use with students of different ability levels?

_____1 yes

_____2 no

Comments. _____

_____

6. How did you use these materials in your teaching?

_____1 basic text

_____2 supplementary

Comments: _____

_____

III. Content

1. How do you rate the content of these materials in comparison with other materials?

_____1 excellent

_____2 above average

_____3 average

_____4 below average

_____5 poor

Comments: _____

_____

2. Did the students benefit from using these materials?

_____1 yes

_____2 no -- Why not? _____

_____

3. Did the students appear to be interested in the materials?

_____1 yes

_____2 no

Comments: _____

_____

4. Is the reading level of the student books appropriate for most of the students in your class?

_____1 too difficult

_____2 about right

_____3 too easy

Comments: _____

_____

5. Rate the difficulty level of the conceptual content of these materials.

_____1 much too difficult

_____2 too difficult

_____3 just about right

_____4 too easy

_____5 much too easy

Comments: _____

_____

6. Do the materials cover the main topics of the subject curriculum?

_____1 yes

_____2 no--Which topics need to be included? _____

_____

7. Were the main concepts of each lesson clear to the students?

_____1 yes, with no explanation from the teachers

_____2 yes, with minor explanation from the teacher

_____3 yes, with major explanation from the teacher

_____4 no

Comments: _____

_____

8. Did the activities or exercises lead to concept mastery?

_____1 yes

_____2 no

Comments: _____

_____

9. Did the sequence of topics facilitate learning?

_____1 yes

_____2 no

Comments: _____

_____

10. Was the learning sequence well placed?

_____1 too fast

_____2 about right

_____3 too slow

Comments: _____

_____

11. Do the activities lead to achieving the behavioral objectives given in each unit?

_____1 always

_____2 most of the time

_____3 sometimes

_____4 not very often

_____5 never

12. Were the behavioral objectives useful as a guide to your classroom presentation?

_____1 yes

_____2 no--Why not? _____

_____

13. Were the criteria specified by the behavioral objectives appropriate for determining mastery of the content?

_____1 yes

_____2 no--Why not? _____

_____

14. Was the number of behavioral objectives per lesson appropriate?

_____1 yes

_____2 no--Why not? _____

_____

15. How much did these materials help the Spanish speaking students improve their English?

_____1 to a great extent

_____2 to some extent

_____3 to a small extent

_____4 not at all

_____5 not applicable

16. How much did these materials help the Spanish speaking students improve their Spanish?

_____1 to a great extent

_____2 to some extent

_____3 to a small extent

_____4 not at all

_____5 not applicable

17. How would you rate the Spanish competency level of these materials?

_____1 beginner (limited to no experience with Spanish)

_____2 intermediate (experience with Spanish but not fluent)

_____3 advanced (fluent in Spanish)

Comments: _____

_____

18. Did these materials use Spanish that is understood by most Spanish speakers?

_____1 yes

_____2 no

Comments: _____

_____

IV. Tests

1. Would it have been desirable to have a placement test for these materials?

_____1 yes

_____2 no

Comments: _____

_____

2. Were the pretests helpful?

_____1 yes

_____2 no

Comments: _____

_____

3. Were the posttests helpful?

_____1 yes

_____2 no

Comments: _____

_____

4. What was the difficulty level of most of the tests?

_____1 too difficult

_____2 moderately difficult

_____3 just about right

_____4 moderately easy

_____5 too easy

Comments: _____

_____

5. Were the test items clearly stated?

_____1 yes

_____2 no

Comments: _____

_____

6. Were there any mistakes in the answer keys?

_____1 frequently

_____2 occasionally

_____3 never

Comments: _____

_____

7. Was the length of most tests appropriate?

_____1 much too long

_____2 too long

_____3 just about right

_____4 too short

_____5 much too short

8. Were the tests given at appropriate intervals?

_____1 too frequently

_____2 about right

_____3 too infrequently

9. Are the test items representative of the content of the lessons?

_____1 yes

_____2 no

Comments: _____

_____

If you have any other concern, comment or suggestion about the entire pilot testing procedure, the materials, student's reactions, etc., please provide them on a separate page.

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